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October, 1936

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN



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Raleigh, North Carolina

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SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

October 26, 1936

To Superintendents, Principals and Teachers:

In line with a policy followed in many other states, we are inaugurating this month the NORTH CAROLINA PUBLIC SCHOOL BULLETIN. This publication, as the name implies, will be made up of brief news statements concerning public education in this State as well as items from other states and the nation that will be of interest to all school officials engaged in the task of educating our youth.

Through this medium we hope to bring to you much information formerly made available through form and personal letters and conferences, with the view that such items as are pertinent to your problems will be disseminated in turn by you in serving to improve the public schools. Furthermore, we hope that the release of such information from month to month will serve to strengthen your relationships with this office to the end that mutual benefits may be received and the cause which we represent may be advanced.

We are sending this first number of the BULLETIN only to superintendents and principals. We regret that our funds do not permit us to make a wider distribution of it at this time. We suggest that each principal either lend his copy to the several teachers of his school, or point out to them items of interest.

Any newspaper, daily, weekly or school, may be put on our mailing list upon request, and the information contained in any edition of this BULLETIN may be reprinted or used at their discretion.

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

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NORTH CAROLINA

PUBLIC SCHOOL BULLETIN

* * * *

"The superintendent of schools, the supervising principal,and high school principal, are, by virtue of their positions and special qualifications, important persons in their respective communities" - Dr. Lester K. Ade, Superintendent of Public Instruction of the State of Pennsylvania.

NOTES AND ANNOUNCEMENTS

AMERICAN EDUCATION WEEK

American Education Week, sponsored by the National Education Asscciation in cooperation with the United States Office of Education and the American Legion, will be observed this year on November 9-15. The general theme selected for consideration this year is "Our American Schools at Work." The outline of topics is as follows:

Monday, November 9 - The Story of the Schools
Tuesday, November 10 - The Changing Curriculum
Wednesday, November 11 - New Service to the Community
Thursday, November 12 - The Unfinished Business of Education
Friday, November 13 - Financing America's Schools
Saturday, November 14 - Education for Physical Fitness
Sunday, November 15 - Education for Character

The following materials may be obtained from the National Education Association, 1201 Sixteenth Street, Washington, D. C.: American Education Handbook, 25¢; posters, 10 for 35¢; four-page leaflets, $1.00 per thousand; and special packets for elementary, high schools, etc., 50¢ each.

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RADIO BROADCASTS WPTF

This program, observed this year for the sixteenth time, has become one of great influence throughout the State and nation. In North Carolina a series of radio broadcasts, through station WPTF, Raleigh, covering the topics given above has been arranged as follows:

2:15 P.M. - Monday, November 9 - Clyde A. Erwin
2:15 P.M. - Tuesday, November 10 - Jule B. Warren
2:15 P.M. - Wednesday, November 11 - T. E. Browne
2:15 P.M. - Thursday, November 12 - J. Henry Highsmith
3:15 P.M. - Friday, November 13 - James F. Hillman
5:45 P.M. - Saturday, November 14 - Miss Juanita McDougald
3:15 P.M. - Sunday, November 15 - N. C. Newbold

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MUSIC A APPRECIATION HOUR

The National Broadcasting Company has already begun the Music Appreciation Hour series of broadcasts usually given during each school year. Full information concerning programs and instructional materials may be received from N.B.C. Inc., R.C.A. Building, New York City. Additional information may be obtained from the "Handbook of Information About The Music Appreciation Course and The Music Achievement Contest" recently issued from this office, and referred to more specifically elsewhere in this BULLETIN.

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CONFERENCE ON EDUCATIONAL BROADCASTING

Educational broadcasting will be the subject of a national conference in Washington, D.C., on December 10, 11 and 12, 1936, which will be sponsored by eighteen national organizations in cooperation with the U.S. Office of Education and the Federal Communications Commission. The program will include such topics as schools of the air, radio music, speech and drama, religious broadcasts, forums on the air, use of radio programs by colleges and universities, use of radio by libraries and museums, radio programs for children, problems of research in educational broadcasting, audience attitudes, educational broadcasting in other countries, organizing the community on behalf of a radio station, and others. All organizations interested in radio as a social force are invited to attend.

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GROWTH OF VOCATIONAL EDUCATION

The program of vocational education in North Carolina has entered upon what promises to be the most effective year during its existence under the Federal and State laws. There has been a steady increase in numbers of departments, and in services rendered. There are employed in the state this year 296 teachers of vocational agriculture, and 118 teachers of vocational home economics. In the field of trade and industrial education there are 572 teachers employed in the various phases of that program. In addition to this evidence of expansion the Division of Vocational Education has on file hundreds of requests for teachers of vocational subjects which cannot be met because of the lack of funds and the shortage of competent teachers.

Beginning with the year 1937-38 there is every reason to anticipate even a greater expansion under the provisions of the George-Deen Act of Congress, authorizing an appropriation of $14,200,000.00 in the United States, in addition to the funds appropriated under the Smith-Hughes Act. These additional funds, if taken advantage of by the State of North Carolina, should enable us to almost double our present program of vocational education. The people of the State are demanding this service and there is every reason to believe that provision will be made for this expansion.

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A. V. A. CONVENTION

The American Vocational Association, which is the national convention of all vocational education workers, convenes in San Antonio, Texas, in annual convention on December 2, 3, 4 and 5. The annual convention of the National Association of State Directors of Vocational Education meets in San Antonio on November 30 and December 1, just prior to the meeting of the American Vocational Association.

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N. C. E. A DISTRICT MEETINGS

The district meetings of the North Carolina Education Association for 1936 were announced in the September issue of NORTH CAROLINA EDUCATION, official organ of the Association, and are as follows: Western District, Asheville, October 16 and 17; Northwestern District, High Point, October 23 and 24; South Piedmont District, Charlotte, October 30 and 31; North Central District, Raleigh, November 5 and 6; Southeastern District, Fayetteville, November 13 and 14, and Northeastern District, Greenville, November 20 and 21.

CENTENNIAL CELEBRATION

The Centennial of Public Education in North Carolina is now being observed throughout the State. The general theme of the District Meetings "North Carolina Education, Past and Present, in Panel, Pageantry, and Demonstration" has for its primary purpose the centering of the minds of those employed in the field of education upon the accomplishments of the past 100 years, and in so far as possible to anticipate the future direction of this great public undertaking. The February, 1936, number of the official journal of the N.C.E.A. was devoted to a review of public education in this State. Copies of this number are available at the office of the Association, Raleigh, at 25¢ each. In addition to this effort of the Association, schools are participating by holding community celebrations and contests. Superintendent B.L. Smith, Greensboro, N. C., is general chairman of the Celebration Committee, and Messrs. G.B. Phillips, R.M. Grumman, and John W. Parker all of Chapel Hill, have charge of programs, contests, and pageants, respectively.

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NEW SUPERINTENDENTS

The following changes have been made in superintendents of county administrative units since the last Directory was printed: J.O. Bowman, Anson County; R.S. Proctor, Craven County; Henry Overman, Gates County; and H.M. Roland, New Hanover County. City superintendents are new in the following units: L.E. Spikes, Burlington; B.L. Smith, Greensboro; Hugh Beam, Marion; W.P. Morton, Pinehurst (added unit); Claude F. Gaddy, Raleigh; W.E. Abernathy, Shelby; and V.W. Lewis, Wadesboro.

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EDUCATIONAL DIRECTORY

The Educational Directory for 1936-37 will be available for distribution some time in December. This publication is now being prepared for the printer and we hope to put the copy in the hands of the printer early next month. Copies will be sent upon request when available for distribution. This publication will carry a list of all school officials, including principals of schools having 6 or more teachers.

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STATE SCHOOL FACTS

As many of you already know we have resumed the publication of our publication STATE SCHOOL FACTS. This paper is being sent free to principals and superintendents and to interested citizens of the State. The same policy will be maintained and similar materials will be used as was our custom when this sheet was formerly issued.

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EXPENDITURES

The first edition of this new volume of STATE SCHOOL FACTS was devoted to a study of expenditures for public education. If you did not receive this first number and wish to be put on the mailing list please write L.H. Jobe, State Department of Public Instruction, Raleigh, N.C. You will also receive a copy of this first number. This publication showed that approximately $23,350,000 from all sources were spent in this State last year for the current operation of the public schools.

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DEPARTMENTAL PERSONNEL CHANGES

There have been several changes in the administrative staff of the State Department within the past year. Mr. C. H. Warren has taken the place of Mr. H. L. Stanton, resigned to accept a position with the Office of Education, Washington, D. C., as Supervisor of Industrial Rehabilitation. Miss Catherine Dennis succeeded Miss Susan Burson, who has also accepted a position with the Office of Education, as Supervisor of Home Economics. Mr. A. C. Davis has been added to the staff in the Division of Finance and Statistics left vacant by the resignation of Mr. F. D. Duncan, who has accepted a position with the East Carolina Teachers College, Greenville, N. C.

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PRINCIPALS' CONFERENCE

Between June 15 and October 1 of this year, conferences for elementary and high school principals were held in the 167 administrative units of the State. Consideration and discussions were given to the following topics: (1) The new state courses of study, (2) Suggested school calendar for 1936-37, (3) Organization of elementary and high schools, (4) Instructional supplies, (5) State-wide programs concerning promotion standards, educational tests and measurements, progress reports and pupil records, and the Centennial Celebration, (6) New bulletins, and (7) Regulations governing salary ratings.

The response was good in all of these conferences, and it is expected that the schools will be more efficiently operated as a result thereof.

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NEW WHITE STANDARD HIGH SCHOOLS

Continued interest in the standardization of the high schools of the State is amply manifested in the number of new schools which met the requirements for accreditment and were given ratings at the close of the session 1935-36. The following white schools in county units were added to the list in Group II, Class B: Kelly, Bladen County; Ft. Barnwell, Craven County; Jr. Orphanage, Davidson County; Central, Iredell County; Comfort, Jones County; Pink Hill, Lenoir County; Gaston, Northampton County; Staley, Randolph County, Lake Lure, Rutherford County; Aquadale and Endy, Stanly County, and West Yadkin; Yadkin County. The North School, Winston-Salem was added in Group I, Class A; and the South School, same unit, to Group I, Class AA. Methodist Orphanage, Raleigh, was added to list in Group II, Class B. The Vienna School, Forsyth County, was dropped from the accredited list.

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NEW NEGRO STANDARD HIGH SCHOOLS

Thirteen Negro high schools were added to the list of standard schools, all in Group II, Class B, and as follows: Clarkton, Bladen County; Newton, Catawba County, Pittsboro, Chatham County; Lacondale, Cleveland County, Chadbourn and Farmers Union, Columbus County; Eastover, Cumberland County; Bessemer City, Gaston County; Scotland Neck, Halifax County, Bayboro, Pamlico County; Ellerbe, Richmond County; Rutherfordton, Rutherford County; and Wake Forest, Wake County.

A list of all schools, white and colored, accredited prior to 1936 will be found in our Educational Directory, 1935-36.

STANDARD ELEMENTARY SCHOOLS ADDED

The following elementary schools met all requirements for standardization at the close of the school year 1935-36, and were added to the list as of that date and in the class specified:

White Elementary Schools - County Unit

County	School	Principal and School Address	Class
Alexander	Hiddenite	E. E. Stockman, Hiddenite	II-A
Anson	Burnsville	L. S. Summer, Polkton, R.F.D.	II-B
Beaufort	Aurora	L. E. Mercer, Aurora	II-B
"	Bath	G. A. Wilson, Bath	II-B
"	Belhaven	C. M. Billings, Belhaven	II-B
"	Pantego	C. S. Hinson, Pantego	II-B
Bertie	Colerain	J. J. Beale, Colerain	II-B
Brunswick	Waccamaw	B. M. Crawford, Ash	II-B
"	Shallotte	H. C. Stone, Shallotte	II-A
"	Lockwood Folly	C. M. Collier, Supply	II-A
Chatham	Pittsboro	J. S. Waters, Pittsboro	II-B
"	Silk Hope	J. D. Shaw, Siler City, R.1	II-B
Craven	Vanceboro	M. L. Basnight, Vanceboro	II-B
Graham	Stecoah	Fulton Thomasson, Stecoah	II-B
Guilford	Allen Jay	E. C. Glasgow, High Point, RFD	II-A
Harnett	Lafayette	G. T. Proffitt, Kipling	II-B
"	Angier	J. O. Wood, Angier	II-B
"	Boone Trail	Owen Odum, Mamers	II-B
Henderson	Dana	C. F. Jervis, Hendersonville, RFD	II-A
"	Tuxedo	Mrs. J. M. Bell, Tuxedo	II-A
"	Valley Hill	Mrs. J. L. Redden, Hendersonville,R-4	II-B
Johnston	Kenly	G. T. Whitley, Kenly	II-B
Jones	Trenton	E. B. Page, Trenton	II-B
Lee	Greenwood	W. G. Coltrane, Lemon Springs	II-B
Lenoir	Moss Hill	Reid Ross, Kinston, R. 4	II-B
Lincoln	Asbury	Betty Coon, Lincolnton	II-A
"	Union	J. F. Turner, Jr., Vale	II-B
Madison	Laurel	Mrs. C.M. Blankenship, Marshall,R-3	II-B
Mecklenburg	Davidson	C. L. Ives, Davidson	II-A
Moore	Aberdeen	R. C. Zimmerman, Aberdeen	II-A
"	Hemp	E. Carl Brady, Hemp	II-B
Person	Bethel Hill	L. S. Cannon, Woodsdale	II-A
Pitt	Stokes	G. P. Carr, Stokes	II-B
Rutherford	Hollis	P. W. Hutchins, Hollis	II-B
Scotland	Central Grammar	Kate McIntire, Laurinburg	II-A
Rutherford	Avondale	W. T. Lewis, Avondale	II-B
Stokes	Germanton	Tom L. Tolar, Germanton	II-A

White Elementary Schools - City Unit

Anson	Morven	M. L. Ham, Jr., Morven	II-B
Beaufort	Old Ford	A. M. Sparrow, Jr., Washington,RFD	II-B
Catawba	Conover Graded (Newton)	W.F. Warlick,Conover	II-B
Forsyth	Children's Home	W. D. Murray, Winston-Salem	II-B
"	Fairview	Annie L. Lowrance, Winston-Salem	I-B
"	Forest Park	Josephine Hill, Winston-Salem	I-A
"	Waughtown	J. A. Woodward, Winston-Salem	II-B

Moore	Southern Pines	Frank Webster, Southern Pines	I-B
Pasquotank	Primary	Sallie Beasley, Elizabeth City	II-B
"	S. L. Sheep	H. M. Harney, Elizabeth City	II-B
Vance	Clarke Street	Agnes Moore, Henderson	II-A

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N. C. COLLEGE CONFERENCE

The sixteenth annual meeting of the North Carolina College Conference will be held at the O'Henry Hotel, Greensboro, November 5 and 6, 1936. The central theme of this year's meeting is: The Articulation and Integration of Higher Education. The officers of this organization this year are: Howard R. Omwake, president; W. C. Jackson, vice-president; and James E. Hillman, acting secretary-treasurer.

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GORGAS ESSAY CONTEST

The eighth annual essay contest for high school juniors and seniors sponsored by the Gorgas Memorial Institute has been announced by Admiral Cary T. Grayson, Chairman of the Board of Directors. The subject assigned is "The Importance of Mosquito Control and the Gorgas Memorial." The closing date will be February 15, 1937. High school winners will receive Gorgas medals, and will qualify for entrance in the State competition. State winners will receive $10 in cash and will qualify for entrance in the national contest. The First National Prize is $500 in cash and the winner receives in addition a travel allowance of $200 for a trip to Washington to receive the award; the Second National Prize is $150 and the Third $50. Full information concerning the contest can be obtained from the headquarters office of the Gorgas Memorial Institute at 1835 Eye Street, Washington.

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SMITHSONIAN RADIO PROGRAM

"The World is Yours" is the title of a series of radio programs put on by The Smithsonian Institution over the NBC Blue network every Sunday morning at 11:30 o'clock. The title of the program for Sunday, October 25 was "Indian Petroglyphs". Write to the Office of Education, U. S. Department of the Interior for further information regarding these programs.

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JAPAN FRIENDSHIP GIFT

The Department of Public Instruction has received a carefully mounted silkworm exhibit from the International Friendship Society of Japanese School Children as a token of friendship for the children of North Carolina and the nation. The specimens which were prepared by Japanese school children consist of silkworm eggs, silkworms, mulberry leaves, cocoons and raw silk. The entire display is neatly encased in a glass container bearing the inscription: "To our dear school friends in America, with best wishes. Hiranuma Grammar School, Kanagawaku, Yokohamashi." This gift is one of such tokens sent to the 48 Departments of Public Instruction in the U. S.

In acknowledging receipt of this good will gift, Superintendent Clyde A. Erwin wrote to the Japanese school children the following:

> "I wish to acknowledge receipt of a gift of silkworm cocoon specimens prepared by you and sent to us as an evidence of your good will and friendly sentiments toward American school children. This evidence of friendship for our people is most pleasing, and is perhaps prophetic of the day when international good will may become complete and universal.

"May I take this opportunity of conveying to you sentiments of high respect and good will from the school children of the State of North Carolina, and to thank you for them for a gift emblematic of the economic life of Japan and of extreme interest to these children."

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TAR HEEL TALKS

The September number of TAR HEEL TALKS, official publication of the Young Tar Heel Association of Future Farmers of America, has some very interesting information. Its annual report printed in this issue shows that there are 6,944 paid-up members in the State association and that 83 of the 204 active chapters of the F.F.A. have 100% paid-up membership. There are 19 more chapters this year than last with approximately 1,000 additional members. Russel R. Moles, Bryson City, is president of the State Association this year and Roy H. Thomas of our Division of Vocational Education is State Adviser and Executive Secretary.

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NEW BOOK ON ALCOHOL

"Alcohol and the Habit Forming Drugs", by Grant L. Donnelly is the title of the text recently adopted by the State Board of Education under authority of Chapter 404, Public Laws od 1935, which provided that adequate instruction on the effects of alcoholism and narcotism on the human system should be taught in public schools. This book is being published by Alfred Williams & Company, Raleigh, and is expected from the press about November 1. The book will retail at 69¢ per copy, and may be rented through the State rental systems at 23¢. It may also be purchased from the N.C. School Book Depository, Raleigh, N.C. The book is designed to be taught in the sixth grade and promotion to the seventh grade is conditioned upon its satisfactory completion.

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STATE WINNERS HIGHWAY SAFETY CONTEST

The North Carolina winners in the eleventh annual national safety campaign have been announced by Superintendent Erwin. In the essay contest Billy Nicholson, North High School, Winston-Salem, won first prize consisting of a gold medal. Second prize, consisting of a silver medal, went to Eloise Smith, Wadesboro, Route 1. The following eight pupils were awarded bronze medals: Mary Lucy Boynes, Central Park School, Winston-Salem; Eileene Jackson, Central School, Fayetteville; Mary McClintock, Randolph School, Asheville; Battle Leonard, Nashville, Nash County; Clara Bennett, Polkton, Anson County; Elaine Patton, Broadway School, Lee County; Edwin Bailey, Huntersville School, Mecklenburg County; and Richard Garrett, Liberty School, Randolph County. Miss Pauline Owen, teacher in Bethune School, Charlotte, won first state honors in the Lesson Contest, and Mrs. Clarice Fletcher Massey, Glenn School, Durham, was given honorable mention. The safety lesson by Miss Owen will be considered by the national lesson committee for awards offered teachers, and the essay by Billy Nicholson will be submitted to the national judges in competition for one of the three national prizes: first, a gold watch and a trip to Washington with all expenses paid; second, a gold watch; and third, a gold watch of slightly less value. Just as soon as the State prizes are received by Superintendent Erwin they will be forwarded to the respective superintendents of schools in the several units in which these pupils are enrolled in school.

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BOOK WEEK

The week of November 16-21 has been set aside for the celebration of Book Week. The theme for this year is "Books to Grow on - The Modern World for Young Readers." Mrs. Mary Peacock Douglas, our State School Library Adviser, has prepared some Book Week suggestions which may be secured from her upon request. Other material is available from Book Week Headquarters, National Association of Book Publishers, 347 Fifth Avenue, New York City.

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SOUTHEASTERN LIBRARY ASSO. MEETING

The biennial meeting of the Southeastern Library Association meets this year on October 28-30 at the Grove Park Inn, Asheville. This Association comprises the following ten states in this area: Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee and Kentucky.. An interesting program has been arranged on which appear outstanding speakers in the field of library service. At the first general session an address by Mr. Malcolm G. Wyer, President of the American Library Association, will be given. Discussions and addresses by other prominent speakers will feature remaining sessions.

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PUBLIC AFFAIRS FORUM

A Public Affairs Forum under the sponsorship of the Office of Education has been arranged for North Carolina in the counties of Lenoir, Wayne, Wake, Wilson, Greene, Johnston and Pitt. This forum is to be a project in adult civic education financed by a W.P.A. grant of $23,625. The twelve superintendents, county and city, and a Director to be appointed, make up the executive committee who will guide the development of the North Carolina project. Ray Armstrong, superintendent of the Goldsboro city administrative unit has been named local project administrator. It is the purpose of these forums, held in various centers throughout the U.S., to point a way toward an improvement of citizenship through education and a more vital democracy. Subjects last season were as follows: International Situation, Economic Recovery, Fascism and War, New Deal Legislation, and Liberty and Democracy.

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NEW HIGH SCHOOL TEXTBOOKS

Beginning this year for a five-year period new basal texts have been adopted for uniform use in all public high schools for the subjects of English, Spelling, French, Spanish, German, Literature and Dramatics. "Elements of English" published by Allyn and Bacon is the title of the 8th grade English text, and "English in Action", Courses Two, Three and Four, published by D.C. Heath & Company, has been adopted for use in grades 9, 10 and 11, respectively. The "Language, Literature and Life" series of French texts, and Spanish texts by the same title, published by Scott, Foresman & Company, have been adopted for those respective languages. The "Enjoying Literature" four-book series published by the Rand, McNally Company is to be used as the Literature texts for grades 8, 9, 10 and 11. Complete lists of these basal adopted books may be secured from the State Superintendent of Public Instruction.

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NEW ELEMENTARY TEXTBOOKS

No change has been made in the adoption of basal elementary textbooks for this year other than the adoption of the new alcohol book referred to elsewhere. A complete set of supplementary readers has been adopted, however, and are being used in those counties that have adopted the flat-fee rental plan. They are also being purchased by a number of other units. A list of these readers with the retail prices may be had from the State Department of Public Instruction.

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ART APPRECIATION

A mimeographed bulletin to supplement the art section in the new course of study, and to supply a guide for those who plan to enter the Annual District and State Contests in appreciation and creative work, sponsored jointly by the State Department of Public Instruction and the State Federation of Women's Clubs, has been issued from the Division of Instructional Service of this Department. This bulletin may be secured by writing to Miss Juanita McDougald, State Department of Public Instruction, Raleigh, N. C.

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SCHOOL LIFE

SCHOOL LIFE, official organ of the U.S. Office of Education, may be secured by sending subscription to the Superintendent of Documents, Washington, D. C. Subscription price to this publication, which will include MARCH OF EDUCATION, a news letter issued by the Commissioner of Education, is $1 for 10 issues, September to June, inclusive.

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BUDGET FORMS

Budget forms, upon which county and city superintendents make the operating budgets for 1936-37, have been sent out by the Division of Finance. Superintendents are requested to file a set of each of the forms as soon as practicable with the office of the State Superintendent of Public Instruction and also with the State School Commission. Letters making suggestions relating to the preparation of this budget have been sent to each superintendent by Mr. C. D. Douglas, Director of the Division of Finance.

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EXTENSION WORK

Superintendents, principals and teachers are aware of the limitations and regulations governing the training of in-service teachers. One of the requirements is that no extension class course will give credit on a teacher's certificate that is not first approved by the local superintendent and the State Department of Public Instruction. Attention of superintendents is called to that fact. Please make certain that no extension class courses are being given your teachers that have not been formally approved by yourself and the State Department of Public Instruction. Records in your own office should show whether this approval has been secured.

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COMMENDATION

We wish to commend THE STATE, Carl Goerch's weekly survey of North Carolina, not only for the space devoted to Education under "What's Going on in North Carolina", but also for its recently

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added feature "The Youth of Carolina". This page is not only interesting from our point of view, but it also gives those pupils responsible for its appearance an opportunity to express themselves in print.

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SCHOOL PAPERS

Congratulations are also due those schools throughout the State that are issuing a regular school paper, whether it is printed or mimeographed. We have just received a copy of Vol. I, No. 1 of THE FO-BA-HI published by the Fort Barnwell High School, Dover, N. C., Craven County, and in appearance, make-up and news it compares favorably with many larger and older papers. Listen to this editorial: "Fellow High School Students, let's keep boosting our school! Let's keep working to make our school the very best school in Craven County. Let us be always ready to cooperate, whether it be in the schoolroom, or on the school grounds, to do only those things of which our teachers and patrons may be proud. Let us make our school from the inside, a beautiful place to live and work. Let us keep the most attractive schoolyard of any of the schools around us, so that when people pass our way, they will say, 'Here is a beautiful school.' Let us boost a school spirit, the type of school spirit, that at all times, will keep us loyal, and true and worthy of Fort Barnwell School."

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REPORT CARDS

The report card now used in most North Carolina schools is quite different from the old style report form which gave pupils' subject and department grades. Not only do these new reports carry space for achievement and effort grades for the several subjects, but they also provide space for checking outcomes desirable for citizenship and character. For example, space is provided for checking little Johnny on "Gets new words readily", "Spells words of his group", "Secures needed information", "Enjoys good music", "Originates ideas", "Is considerate of others", "Is orderly when teacher is absent", and many others. These cards may be obtained under State contract from the North Carolina School for the Deaf, Morganton, N. C., at the following prices:

First 100	$ 1.00	
Additional 100's	.50	
1,000	5.00	per M
2,000-4,000	4.50	" "
5,000 or more	4.00	" "

Printing in the name of school system $1.50 for each individual order, regardless of quantity.

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MUSIC APPRECIATION PROGRAM

The 1936 Handbook in Music Appreciation is available for all public schools of the State. Hundreds of copies have been distributed to schools upon request this fall. This bulletin contains an outline course in music appreciation suggesting many and varied types of programs and provides well-selected lists of phonograph records for use in developing the course.

In addition to the use of phonograph records as materials of instruction, there is definite information in the handbook concerning a course in the appreciation of music provided through the use of the radio. Schools equipped with radio have the opportunity to supplement the regular course in music appreciation.

The National Broadcasting Company presents Walter Damrosch for the ninth consecutive season in a program which offers to schools a progressive course in the appreciation of music. These broadcasts are given each Friday morning at eleven and eleven-thirty o'clock, commencing on Friday, October ninth. (See the North Carolina Handbook in Music Appreciation, 1936, for detailed schedules of the broadcasts). This year, Mr. Damrosch, conceded to be the most popular of eminent conductors, will demonstrate the points he raises by the aid of a symphony orchestra of outstanding merit. By addressing the National Broadcasting Compant, Inc., RCA Building, 30 Rockefeller Plaza, New York City, teachers may secure a copy of the Instructor's Manual to accompany the broadcasts.

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ONE-DAY INSTITUTES

One-day Institutes for teachers in charge of the music programs in schools were provided for by the Division of Instructional Service this fall with the schedule of meetings as follows:

Asheville Teachers College, Asheville, September 26
Woman's College, U.N.C., Greensboro, October 3
Meredith College, Raleigh, October 9
East Carolina Teachers College, Greenville, October 10
Flora Macdonald College, Red Springs, October 17
Davidson College, Davidson, October 24

The attendance at each institute was splendid, and the programs very satisfactory to those attending.

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IMPROVEMENT AND BEAUTIFICATION OF SCHOOL PLANTS

In 1934 the Julius Rosenwald Fund, which had assisted in the construction of some five thousand school buildings for the Negro children of the South, but which had discontinued aid to this type of work, appointed a committee on School Plant Rehabilitation to cooperate with state and county officials in efforts to stimulate improvement of rural school plants and set up a long range program for continuous improvement and upkeep. This Committee is composed of S.L. Smith, Director for Southern Office of the Julius Rosenwald Fund; Ray L. Hamon, Professor of Administration of Peabody College; Leo M. Favrot, General Field Agent of the General Education Board; W.G. Eckles, State Supervisor of School Buildings in Mississippi; W.F. Credle, Director of Schoolhouse Planning in North Carolina; J.B. Calhoun, Director of School Plant Division in Tennessee, and Raymond V. Long, Director of School Buildings in Virginia.

The Committee held its first meeting in July, 1934, at which time it was decided:

1. To secure as complete information as possible on each of the approximately 5,000 Rosenwald schools built since July 1, 1920.

2. To stimulate a general program of school plant improvement and beautification in co-operation with southern school officials, using as a guide information obtained from the study of these Rosenwald schools.

3. To set up at least three county demonstrations in school plant rehabilitation over a cycle of three to four years, in effort to determine the best organization and methods for continuous improvement and upkeep of rural school plants.

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Contest Winners

In the Improvement and Beautification Contest the Committee decided to include both white and colored schools. Two prizes were offered for the schools making the best showing in each group. During the last fiscal year 694 buildings in North Carolina were improved and beautified. The total cost of these improvements was $1,041,665. Three hundred and twenty-one of these projects were assisted by the WPA, receiving in labor and materials and so on $529,044.

The Oxford School in Catawba County and the Ansonville School in Anson County were winners in the Contest among the white schools. The County Training School at Shelby in Cleveland County and the Rocky Point School in Pender County were the winners in the Contest among the colored schools. The following schools did outstanding work, and will be awarded certificates of merit for the greatest improvement made in the units in which they are located: Salem (colored) Anson County; Pantego, Beaufort County; Shallotte, Brunswick County; Shallotte (colored); Livingstone St. (colored), Asheville; Farmers Union (colored), Columbus County; Waughtown, Forsyth County; Kee's Fork (colored),Gates County; Edgeville, Guilford County; Belhaven, Harnett County; Morning Star, Haywood County; Ahoskie (colored), Hertford; Hoke, Hoke County; Grier (colored), Mecklenburg County; Alexander-Graham, Charlotte; Franklin St., Reidsville; Price (colored), Salisbury; John S. Henderson, Salisbury; and Cool Springs (colored), Scotland County.

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Contest Continued

The Contest will be continued this year, and first and second prizes will again be awarded to two white schools and to two colored schools. The rules of the Contest are that white schools compete with white schools, and colored schools compete with colored schools. Rules and regulations for the Contest and application blanks for entering may be had from W. F. Credle, State Department of Public Instruction, Raleigh, N. C. The Julius Rosenwald Fund has published and is publishing information on the improvement and beautification of school plants which will be sent to all schools entering the Contest. The State Department is likewise issuing information which will be supplied to any school asking for it.

One of the free demonstrations in School Plant Rehabilitation set up in the South is in Nash County, North Carolina. A very capable man is in charge of the work, and his salary is being paid by the county and the Rosenwald Fund. The demonstrations will run for three years and a detailed report of the activities in connection with it will be published.

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SURVEY OF LOCAL SCHOOL UNITS

Several counties of the State have completed the field part of the Survey work which was begun in the State late last spring, and much of the work that could be done in Raleigh has also been completed. Interesting information has been collected on all phases of the school plant. (1) Buildings have been properly located on maps, and spot maps of the children in the two agr groups - six to thirteen, inclusive, and fourteen to seventeen, inclusive - have been made. The maps sent in by the counties have been copied. These will in turn be reproduced so that they can be readily published and/or included in the county, State and national reports of the Survey project. (2) Financial data have been obtained for every county and subdivision in the State, and the amount of all indebtedness for schools and for objects other than schools is being tabulated and graphed. When this part of the work is completed, it will be possible to tell at a glance the amount of indebtedness for each sub-division of

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the State and the date on which this indebtedness is due. It is hoped that this information will be of great service to county commissioners and others in the scheduling of future long-term obligations. (3) An age-grade distribution of all the children in the State has been made for the several types of schools operated in the State. Significant results of longer school terms, consolidations, and better-trained teachers are already indicated.

It is believed that the information to be assembled in this Survey will be of the keenest kind of interest to everybody in the State who is concerned with schools. Those counties that have not yet completed their part of the Survey work are urged to do so at once, as it is the earnest desire of the Department to present a complete picture of the North Carolina schools. Mr. W. F. Credle is the Director of the Survey and is being assisted by Messrs. A. V. Nolan, John W. McIntosh and A. H. Young.

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MEETING SCHOOL BUILDING COUNCIL

On Tuesday, October 20, Mr. Stanley H. Wright, State Administrator of the Public Works Administration in North Carolina, speaking before the South Atlantic Regional Council of the National Advisory Council on School Building Construction which was meeting in Chapel Hill, gave a resume of the school construction done in the State by the PWA. The figures used by Mr. Wright were of March 18. Since that time applications totaling almost half a million dollars have been approved for Wayne, Wake, Wilkes and Cumberland Counties.

Those counties that have in PWA applications will be interested to know that the Relief labor conditions have been removed, and that the sponsors are permitted to go into the open market for labor once the Relief rolls have been canvassed.

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Wright's Paper

"The importance of good schools yearly becomes more apparent to our citizenry, and that is why in 1924 North Carolina paid out $29,747,000 in school expenditures as against a little over $5,000,000 in 1913. It takes money and effort to educate nearly one million pupils now enrolled in North Carolina elementary and high schools. The value of school property has increased in twenty years from $9,000,000 to $107,000,000. By the same token, the old log house schools have been reduced in the same time from 165 to 4, the white 1-teacher schools from 3,368 to only 533, while the illiteracy percentage of the State has been reduced from 18.5% to 10% as of 1930.

"That 10% figure does not look so well. There are more than forty states that show a more favorable percentage. Do we need more schools? The answer is that we do. In 1934 we had about 5,418 elementary and high schools, which unfortunately is some 208 less than we had the year before; and this notwithstanding the fact that 127 new schools were constructed under Public Works Administration loans and grants. Schools do become obsolete, are destroyed by fire, and existing ancient buildings are now too overcrowded to be serviceable.

"PWA Administrator Ickes has pointed out that since PWA began making loans and grants in the summer of 1933 under the National Industrial Recovery Act, allotments have been made to more than 3,000 cities, towns,

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counties, school districts, and other public bodies for schools, college and library construction estimated at nearly $500,000,000. A considerable proportion of this program could not have been undertaken without the help of PWA. North Carolina county commissioners, through the county boards of education, built and equipped 127 schools to the value of $3,514,008 under the NIRA 1933 program. The State school needs are still very great. The enrollment in high schools alone has increased from 15,300 in 1914 to 150,200 in 1934.

"Mr. Clyde Erwin, State Superintendent of Public Instruction, states very frankly and sincerely: 'The Public Works Administration in North Carolina under the directorship of H. G. Baity has made a social contribution to the State of inestimable value. Our needs have been very pressing and we would have had no other way - during these years of depression - of taking care of these needs except through the financial service rendered to our counties by the PWA. It has enabled us in our building program to keep pace to some considerable extent with the growth in enrollment and attendance in our schools.'

"Under the Emergency Relief Administration Act of 1935 the State PWA office has received 69 applications for schools representing 436 projects having a total estimated cost of $10,633,470. Of these there have been approved 32 applications, which include 198 units the total cost of which is $4,572,798. Together with loans and grants received from the 1933 appropriation, this makes a total of $8,086,806 received from the PWA for construction of 325 school buildings in North Carolina."

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HIGH SCHOOL ADOPTIONS PENDING

The State Committee on high school textbooks is now considering material in the fields of mathematics, Latin, commercial education, music, and agriculture, and the report covering the results of its study will be made to Superintendent Clyde A. Erwin, Secretary of the State Board of Education, on November 15. From this report the State Board will select books for which contracts will be made for supplying new texts in those fields beginning with the next school year. Supt. A. W. Honeycutt, Lexington, is chairman of this Committee, and J. M. Shields, New Bern, is secretary. Other members are: Supt. J. H. Grigg, Shelby; Supt. C. W. Davis, Roanoke Rapids; and Supt. C. F. Carroll, Jr., Bryson City.

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ELEMENTARY TEXTBOOK COMMISSION

The Elementary Textbook Commission is expected to make a report prior to December 1 on music and North Carolina History. The State Board will consider this report with the view of making new adoptions for these subjects to be effective with the ensuing school year. This Commission is composed of the following educators: Supt. H. M. Roland, Wilmington, chairman, Mrs. A. R. Wilson, Durham, secretary; Mr. C. C. Russ, Benson; Miss Nena DeBerry, Chapel Hill; Mr. E. H. Hartsell, Chapel Hill; and Supt. L. E. Spikes, Burlington.

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NEBRASKA TEACHERS' CERTIFICATES

The Nebraska State Teachers' Association is definitely committed to a program of increasing professional standards. The present program in that state aims to increase the minimum training necessary to secure a teaching certificate to two years of college work. A bill is to be sponsored that will provide that this goal be reached by successive steps, perhaps setting 1939 as the date when thirty college hours may be required for the lowest grade of certificate and 1941 when the full sixty hours might be required.

It may be of interest to some that the North Carolina minimum requirement for a certificate to teach in the elementary schools is graduation from a standard normal school, or 90 semester hours earned during a three-year period at a standard four-year institution of higher learning. For a certificate to teach in the high school an earned degree from a standard four-year college is required.

LAWS, OPINIONS AND DECISIONS

ANNULMENT OF CONTRACT

"The teacher may, after entering into a written contract, annul the contract by giving the superintendent a written notice of at least thirty days, and the superintendent shall pay for the full time the teacher has taught, provided the teacher has taught as much as twenty days. But if the teacher breaks the contract without giving thirty days notice, it shall be the duty of the superintendent to report the name of the teacher to the State Superintendent and the certificate held may either be revoked or reduced to the next lower grade. And no other superintendent shall employ or recommend for employment in any year a teacher who has broken his or her contract for that year. This section shall also apply alike to principals and supervisors." Section 161, Public Laws of 1923.

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CERTIFICATE REQUIRED

"It shall be unlawful for any board of trustees or school committee that receives any public school money from the county, State, or district, to keep in service any teacher, superintendent, principal, supervisor or assistant superintendent that does not hold a certificate in compliance with law.

"The county, city or union school superintendent or other officials are forbidden to approve any voucher for salary of any person employed in violation of the provisions of this section, and the treasurer of the county, town, or city schools, is hereby forbidden to pay out of the school fund the salary of any such person: Provided, that nothing herein shall prevent the employment of temporary substitute or emergency teachers under such rules as the county board of education may prescribe." Section 110, Public Laws of 1923.

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LENGTH OF SCHOOL DAY

"The length of the school day shall be determined by the county board of education for all public schools under its jurisdiction and by the board of trustees of all other schools: Provided, the minimum time for which teachers shall be employed in the schoolroom or on the school grounds supervising the activities of children shall not be less than six hours. But county boards of education may authorize rural schools in certain seasons of the year, when the agricultural needs of the farm demand it, to be conducted for less than six hours a day: Provided, further, it shall be the duty of county boards of education and boards of trustees, wherever the needs are presented, to provide part-time classes for pupils above the compulsory school age and for such other pupils as are unable, because of physical defects, to attend school for the full time designated for the classes in which they may be enrolled." Section 33, Public Laws of 1923.

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SELECTION OF TEACHERS

In an opinion with reference to a controversy concerning the election of a teacher, Superintendent Erwin Says:

"Section 7 of the School Machinery Act of 1935 provides for the election of teachers as follows: 'The said district committee shall select the teachers and principals for the schools of the district, subject to the approval of the county superintendent and the county board of education.' In the event of controversy with reference to the application of this law in the selection of teachers, it is my opinion that appeal would lie in the courts if the controversy cannot be settled by arbitration."

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DISPOSAL OF SCHOOL PROPERTY

Question: Can the board of education deed property in which it holds title to another party without having to conform to the regular statute governing the sale of school property? Answer: "I have just discussed your problem with the Attorney General, and both of us are of the opinion that your Board of Education is without authority to dispose of any property held by it except by public sale duly advertised." Superintendent Erwin, Sept. 21, 1936.

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HEALTH CERTIFICATES

Question: Are health certificates required of school bus drivers employed in public schools? Answer: "In my opinion, section 159 of the Public School Law provides that school bus drivers and all other school employees shall have health certificates." Superintendent Erwin, Sept. 21, 1936.

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AUDIT OF COUNTY FUNDS

Question: May the county accountant audit county funds? Answer: "It is my understanding that audit arrangements are subject to the direction and approval of the Local Government Commission. However, the law provides that the county accountant may make the audit. If your board is opposed to an audit by the county accountant and can present reasons for your position, I would suggest that you write Mr. W. E. Easterling, Secretary of the Local Government Commission, with regard to this matter. So far as our Department is concerned, we have no jurisdiction except to insist that a copy of the audit be filed in this office." Superintendent Erwin, Sept. 24, 1936.

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BUILDINGS IN CITY UNITS

Question: Where new buildings are to be erected in city administrative units is the expense of such buildings to be borne by the county or by the city administrative unit? Answer: "Under the present law the only agency that can provide for the construction of school buildings is the board of county commissioners. If you are in need of school building facilities it will be necessary for the county administrative unit to make such provision." Superintendent Erwin, Sept. 21, 1936.

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EMPLOYMENT OF TEACHERS

Question: What part do the people of a community have in the selection of a teacher? Answer: "The school law provides that the teachers shall be selected by the committee in each district with the approval of the county superintendent and county board of education. The wording of the law is as follows: 'The said district committee shall select the teachers and principals for the schools of the district subject to the approval of the county superintendent and the county board of education. If you have complaint to make in the matter, therefore, I would suggest that you file with your county board of education.'" Superintendent Erwin, Sept. 21, 1936.

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TWELFTH GRADE

Question: What is the advisability and possibility of adding a twelfth grade to our public schools of North Carolina? Answer: "In my opinion, before the State can establish a twelve grade system it will be necessary to have special legislation for this purpose. Such legislation will be forthcoming only as a result of a popular demand for this extension in our public school system. I have already begun a campaign for the realization of this objective, but I find that a number of school men are opposed to the movement at this time on the ground that it would be better to work for the improvement of activities already carried on by the State. I am inclined to think, however, that we must improve and project our school system at the same time." Superintendent Erwin, Sept. 21, 1936.

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PRINCIPALS' JURISDICTION

Question: Does the principal of a school have the right to discipline a pupil for something done outside of regular school hours and off the school ground? Answer: "It is my understanding that under the law the principal of a school holds the position 'in loco parentis' during the legal school day. Under established custom he would have the right to enforce the regulations of the school from the time a student leaves home in the morning until he returns in the afternoon, except by specific parental request for exemption on necessary occasions." Superintendent Erwin, Sept. 25, 1936.

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ELECTIONS IN SCHOOL BUILDINGS

Question: I would like to know what the ruling is in regard to elections being held in the school building on election days during school hours. Answer: "Section 71 of the Public School Law provides that the county board of education or the board of trustees is authorized to make rules and regulations governing the use of school property. In my opinion, neither the State Department of Public Instruction nor the State School Commission has authority to exercise jurisdiction in this matter. If, however, your school should be closed on election day the law would require that this day be made up because the 1935 School Machinery Act does not provide for any loss of time." Superintendent Erwin, Oct. 19, 1936.

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AUTHORITY FOR TRANSPORTATION

Question: Will you please tell us if the State will operate a bus with a new chassis and a used body? Answer: "Since this matter does not come under the jurisdiction of the State Department of Public Instruction, I would suggest that you write Mr. Lloyd, Griffin, Executive Secretary, State School Commission, Raleigh, N. C., who has authority to answer your questions." Superintendent Erwin, Oct. 28, 1936.

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MUTUAL INSURANCE

A recent supreme court decision which is of interest to school administrators is that of Fuller v. Lockhart, 209 N. C. 61, filed December 11, 1935. In that decision the court affirmed the action of the lower court, and laid down the following principles of law:

1. A county board of education has the authority to insure school property in a mutual fire insurance company authorized to do business in this State, and assume the contingent liability limited to the amount of the cash premium, and the execution of such policy does not lend the credit of the State to a private corporation, Art. V, sec. 4, nor create a debt for other than a necessary expense, Art VII, sec. 7, nor constitute the county the owner of stock in a private corporation, nor a partner in a private business.

2. The policyholders in a mutual fire insurance company are not stockholders therein, and are in no way liable for the debts of the company beyond the contingent liability fixed in the policy. N. C. Code, 6348, 6351, as amended by ch. 89, Public Laws of 1935.

3. A county board of education is an administrative agency of the State in the maintenance and operation of the State public school system.

4. By the School Machinery Act of 1935, salaries, plant operation, and other major items of current school expenses were transferred from the county boards of education to the State, but maintenance expense and fixed charges, including insurance, were left with the county boards of education. Ch. 455, sec. 9, Public Laws of 1935.

5. Premiums for insurance of its public school buildings is a necessary public expense of a county, and the incurring of liability therefor need not be submitted to the voters. N. C. Code, 5596 (a); Art. VII, sec. 7

6. The selection of a company to carry insurance on the public school buildings is a matter in the discretion of the county board of education, and its action in regard thereto is not ordinarily reviewable.

7. Where a county board of education desires to purchase insurance in a mutual company, it may set up in its budget the cash premium and the contingent liability, not exceeding the cash premium.

8. N. C. Code, 6348, 6351, as amended by ch. 89, Public Laws of 1935, do not indicate legislative intent to prohibit county boards of education insuring property in mutual companies by failing to expressly grant such authority, sec. 6348 being an enabling statute relating solely to trustees, and sec. 6351 prescribing the method and allowing the operation of mutual companies in this State.

9. Laws in force at the time of executing a policy of insurance are binding on the insurer and become a part of the insurance contract. N. C. Code. 6287.

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NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

November 23, 1936

To Superintendents, Principals and Teachers:

I wish to call your attention to the newly adopted textbook on teaching "the effects of alcoholism and narcotism on the human system" in the public schools of the State. The Legislature of 1935 passed an act not only requiring specific instruction in this subject but also requiring the adoption and use of a textbook. In accordance with the provisions of this act the Elementary Textbook Commission recommended, and the State Board of Education adopted "Alcohol and the Habit Forming Drugs", by Dr. Grant L. Donnelly, published by Alfred Williams & Company, Raleigh, N. C. The textbook is to be used in the sixth grade as a part of the course in health. It may be secured either from the publisher or the Textbook Purchase and Rental Commission.

In view of the very definite requirements of the law I wish to direct your particular attention to the following interpretations of the act:

1. The use of the textbook adopted is mandatory under the law.

2. The work in this subject is required for promotion from one grade to another.

3. Instruction in this subject is required in all grades. (See pages 387-388, A Study in Curriculum Problems of the North Carolina Public Schools.)

4. If the book is used as a separate course it should be taught for not less than the equivalent of a half year period.

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

* * * * *

"If our schools are to survive and hold their rightful place their basis for financial support, as well as the form of organization, curriculum content, and other essential factors must be constantly sensitive to the general conditions in which they operate." - Agnes Samuelson, Superintendent of Public Instruction of the State of Iowa.

NOTES AND ANNOUNCEMENTS

General Information

FORFIETH ANNIVERSARY CELEBRATION

Tree planting by parent-teacher associations throughout the United States will be an important feature of the celebration of the 40th Anniversary of the founding of the National Congress of Parents and Teachers. A plan adopted at the recent meeting of the National Board of Managers recommends that each of the 25,000 local associations, councils, and state branches plant a tree during the year 1937, in honor of the Congress and its founders, as a permanent mark of the anniversary. The American Tree Association will issue enrollment cards to participating groups upon notification that a tree has beer planted. Additional information concerning this celebration may be obtained from the National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C.

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1937 SUMMER ROUND-UP OF THE CHILDREN

The 1937 Summer Round-Up of the Children, a healthy activity of the National Congress of Parents and Teachers, will focus the attention of parents upon the need for periodic health examinations for their children, according to a new pamphlet issued by the Congress. The Summer Round-Up, inaugurated in 1925, is a campaign to send to the entering grade of school or kindergarten a class of children as free as possible from remediable defects. It is under the direction of Dr. Lillian R. Smith, Lansing, Michigan.

The program for next year's campaign includes a canvass of the community to locate the children who will enter school; a personal visit with the parents to inform them of the need for an examination; an examination in the spring to discover the child's physical condition; follow-up visits to the home to urge that the advice of the examining physician and dentist be followed and to make arrangements for the treatment of indigent cases; and a check-up in the fall to find out if the advice of the examining doctor and dentist has been carried out.

Each local parent-teacher association carrying through the Round-Up according to National Campaign Requirements will receive a certificate signed by the United States Commissioner of Education and the President of the National Congress of Parents and Teachers.

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UNITED STATES CONSTITUTIONAL SESQUICENTENNIAL

A commission created by the recent session of Congress is urging that North Carolina schools join with schools throughout the United States, our Territories, and insular possessions, in celebrating the 150th anniversary of the formation of the Constitution. The celebration will commence on September 17,

1937, and will continue through April 30, 1939. On the latter date the 150th anniversary of the inauguration of President Washington will be observed.

Every state, city, town, every organization and institution, every home and individual in the Nation will be asked to participate. Each community is expected to arrange and carry out its own program during the celebration with the cooperation and assistance of the United States Constitution Sesquicentennial Commission and the Constitution Commissions of the States and minor subdivisions.

While the ceremonies on September 17, 1937 will be especially elaborate and impressive as marking the beginning of the period of celebration, arrangements will be made for public gatherings, pageants, plays, processions, festivals, tableaux, and other events at various times during the commemoration period.

The purpose of the celebration is to create a quickening of interest in the Constitution and its essential relation to the history of the Nation. The historical background and origins of the Constitution will be studied, as will also be the struggle for ratification, the triumphant organization of the National Government, and the constitutional phases of its later development.

At the Commission's booth in Portland the question most frequently asked was in regard to the time of the celebration. It covers nineteen months - September 17, 1937 to April 30, 1939 - because it took nineteen months, 150 years ago, to accomplish the necessary ratification in accordance with Article VII of the Constitution and ten months more to organize the National Government. The Constitution was signed on September 17, 1787; New Hampshire, the necessary ninth State, ratified on June 21, 1788; and George Washington was inaugurated as President of this Republic on April 30, 1789.

Teachers may get material to aid them in working out an interesting and attractive project on the subject by addressing Education Division, United States Constitution Sesquicentennial Commission, 524 House Office Building, Washington, D.C.

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CENTENNIAL CELEBRATION CONTESTS AND AWARDS

It is not too late for teachers and pupils to participate in the several contests announced this summer by the Committee on Contests and Awards for the Centennial Celebration of Public Education in North Carolina. The following contests were announced: (1) Essay, (2) Scrapbook, (3) Poster, (4) Declamation, (5) Graphic and Plastic Arts, (6) Original Playwriting, (7) Poetry, and (8) Musical Composition. The rules and regulations governing these contests may be obtained from R. M. Grumman, Chapel Hill, Chairman of the Committee.

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ESSAY CONTEST

"Pertinent to the Centennial Celebration, the Patriotic Service Committee of the North Carolina Society of the Colonial Dames is offering a prize of $10.00 to the high school student in the State submitting the best essay on 'Early Education in North Carolina.' The essay is limited to 2,500 words and must be submitted by March 1, to Mrs. John H. Anderson, Raleigh, N. C., State Chairman of the Patriotic Service Committee. The facts may cover the colonial period from the 60's through reconstruction in North Carolina." - N. C. Education.

EXHIBIT AT ANNUAL STATE TEACHERS MEETING

It is the plan of the Centennial Committee for the Celebration of 100 Years of Public Education in North Carolina to have a grand cavalcade in connection with the State meeting of the North Carolina Education Association this spring. One of the features of this State celebration will be exhibits depicting a Century of Progress in our public schools. Mr. W. F. Credle, Directory of the Division of Schoolhouse Planning, has been asked by Supt. B. L. Smith, Chairman of the Centennial Committee, to serve as chairman of the Exhibit Committee.

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Exhibit Plans

Mr. Credle, as chairman of this committee, wishes to enlist the aid of all teachers, principals and superintendents in the preparation of this exhibit; and, therefore, anyone having any ideas or suggestions relative to an exhibit of this kind is requested to write him. At the present time Mr. Credle has thought of the following as examples of interesting items: (1) models of schoolhouses 100 years old, the one-room type and the one-room log house; (2) types of equipment used in early schools, old desks, old textbooks, blackboards, maps and charts, and any other paraphernalia. Some schools may be willing to take as a project the collection and/or the construction of some model or reproduction of some episode in this epic of our educational progress. Mr. Credle promises care of and proper credit for any materials contributed for this exhibit, and it is hoped that several prizes may be offered for the most outstanding contributions.

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MEN TEACHERS IN PENNSYLVANIA

In Pennsylvania, men are slowly replacing women in the teaching profession, according to a survey by the Department of Public Instruction. Pennsylvania schools had 2,931 more male teachers last year than five years ago, the study showed, while during the same period the number of women teachers decreased 2,236.

Men constitute only twenty-five per cent of all the teachers employed, however, the figures being as follows: Men teachers, 15,281; women teachers, 47,043.

Various reasons are given for the increase in men teachers, including adverse economic conditions and higher salaries. The elimination of married-women teachers was also pointed out as a factor.

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In North Carolina

In North Carolina, however, there were fewer men teachers (not principals) in 1934-35 than there were in 1929-30. There were 3,741 men teachers in 1929-30, 2,814 white and 927 colored, representing 16 per cent of the total classroom teachers employed. In 1934-35 this number had decreased to 3,356, 2,322 white and 1,034 colored, which number represented 14.8 per cent of the total teachers employed.

The largest decrease in men teachers occurred in 1931-32, when the number was 518 fewer than the next preceding year. The proportion of white men teachers was 14.4 per cent of the total white teachers employed in 1934-35, the lowest within the five-year period. It is believed that this decrease in number of men teachers was due to the low salaries that did not attract men.

RADIO CALENDAR
FALL - 1936

The Department of Superintendence of the National Education Association has announced the following radio programs for this fall:

Monday:	12:30 - 1:30	National Farm and Home Hour - NBC Blue
	2:00 - 2:30	American Education Forum - NBC Red
	2:15 - 2:45	American School of the Air - CBS
	4:00 - 4:15	Treasures Next Door - CBS
	5:15 - 5:30	Dorothy Gordon, Children's Songs - CBS
	5:45 - 6:00	Wilderness Road - CBS
	6:00 - 6:15	Education in the News - NBC Red
	10:30 -11:00	National Radio Forum - NBC Blue
Tuesday:	12:30 - 1:30	National Farm and Home Hour - NBC Blue
	2:00 - 2:30	Maddy's Band Lessons - NBC Red
	2:15 - 2:45	American School of the Air - CBS
	3:45 - 4:00	Have You Heard? - NBC Blue
	5:00 - 5:30	Your Health - NBC Blue
	5:15 - 5:30	Science Service Series - CBS
	5:45 - 6:00	Wilderness Road - CBS
	6:00 - 6:15	Science in the News - NBC Red
Wednesday:	12:30 - 1:30	National Farm and Home Hour - NBC Blue
	2:15 - 2:45	American School of the Air - CBS
	4:00 - 4:30	National Congress of Parents and Teachers - NBC Blue
	4:00 - 4:45	Curtis Institute of Music - CBS
	5:15 - 5:30	Dorothy Gordon, Children's Songs - CBS
	5:45 - 6:00	Wilderness Road - CBS
	6:00 - 6:15	Our American Schools - NBC Red
Thursday:	12:30 - 1:30	National Farm and Home Hour - NBC Blue
	1:30 - 1:45	Academy of Medicine - CBS
	2:15 - 2:45	American School of the Air - CBS
	4:45 - 5:00	Answer Me This - NBC Red
	5:45 - 6:00	Wilderness Road - CBS
	9:30 -10:30	America's Town Meeting of the Air - NBC Blue
Friday:	12:30 - 1:30	National Farm and Home Hour - NBC Blue
	2:00 - 2:30	Damrosch Music Appreciation Hour - NBC Red and Blue
	2:15 - 2:45	American School of the Air - CBS
	2:45 - 4:30	Cincinnati Symphony Orchestra - CBS
	5:15 - 5:30	Dorothy Gordon - Children's Songs - CBS
	5:45 - 6:00	Wilderness Road - CBS
Saturday:	10:30 -11:00	Let's Pretend - CBS
	11:00 -11:15	Our American Schools - NBC Red
	11:30 -12:00	Magic of Speech - NBC Blue
	12:30 - 1:30	National Farm and Home Hour - NBC Blue
Sunday:	10:30 -11:00	Music and American Youth - NBC Red
	11:30 -12:00	The World Is Yours - NBC Red
	12:30 - 1:00	University of Chicago Round Table - NBC Red
	1:30 - 1:45	Transatlantic Bulletin - CBS
	3:00 - 3:15	Your English - NBC Blue
	3:00 - 5:00	N.Y. Philharmonic Symphony Orchestra - CBS
	8:30 - 9:00	Romance of '76 - NBC Blue

The program "Our American Schools", every Wednesday and Saturday, is broadcast under the auspices of the National Education Association. For detailed listings of other broadcasts write the National Broadcasting Company, 30 Rockefeller Plaza, New York, and the Columbia Broadcasting System, 485 Madison Avenue, New York.

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HORACE MANN CENTENNIAL

Many schools will wish to pay tribute to Horace Mann whose centennial celebration will be observed throughout the year 1937. On July 1, 1837, Horace Mann at the age of 41 years gave up his career as a lawyer, and resigned as President of the Massachusetts State Senate to become secretary of the newly created State Board of Education. In this capacity Horace Mann was so inspired by high ideal and with a personal dedication to education that he gave the rest of his life to the cause of public schools with such effectiveness that he has become known as the "father of the American public school system".

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Horace Mann on Character Education

The following quotation taken from his Annual Report to the Massachusetts Board of Education, 1845, reveal the similarity between the problems of character education of his day and the present:

"Can virtue recount as many triumphs in the moral world as intellect has won in the material? Can our advances toward perfection in the cultivation of private and domestic virtues, and in the feeling of brotherhood and kindness towards all the members of our households, bear comparison with the improvements in our dwellings, our furniture, or our equipages?

"Have our charities for the poor, the debased, the ignorant, been multiplied in proportion to our revenues? Have we subdued low vices, low indulgences, and selfish feelings, and have we fertilized the waste places in the human heart as extensively as we have converted the wilderness into plenteous harvest-fields, or enlisted the running waters in our service?

"In fine, have the mightier and swifter agencies which we have created or applied in the material world any parallel, in new spiritual instrumentalities, by which truth can be more rapidly diffused, by which the high places of iniquity can be brought low, or its crooked ways made straight?

"Must it not be acknowledged, that, morally speaking, we stand in arrears to the age in which we live, and must not some new measures be adopted by which we can redeem our forfeited obligations?"

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CLOTH BOUND COURSE OF STUDY $1.00

The three new course of study publications, "A Study in Curriculum Problems of the North Carolina Public Schools", "Courses of Study in Foreign Languages for the High Schools of North Carolina", and "Course of Study in Business Education for the High Schools of North Carolina" have been bound together in cloth binding and may be obtained at $1.00 per copy from L.H.Jobe, Division of Publications. Copies of the single publications may be procured as heretofore for 50¢, 15¢ and 15¢, respectively. Check or money order should be made payable to Chas. M. Johnson, State Treasurer.

GENERAL FUND BALANCE SHEET

The Budget Bureau has released a statement of the operations of the General Fund for the fiscal year ended June 30, 1936. This statement shows the following:

Available Balance and Revenues:

I.	Net credit balance, July 1, 1935	$ 712,044
II.	Schedule A - Inheritance tax	530,617
III.	Schedule B - Licenses	2,323,866
IV.	Schedule C - Franchise tax	7,245,754
V.	Schedule D - Income tax	8,088,119
VI.	Schedule E - Sales tax	10,181,373
VII.	Schedule F - Beer tax	623,815
VIII.	Miscellaneous	6,019
IX.	Refund imprest cash	25,000
X.	Sales tax on gasoline	1,000,000
XI.	Non-tax revenue (earnings, fees, dividends)	1,415,025
	Total availability	$ 32,151,632

Obligations and Balance:

I.	Legislative	$ 13,965
II.	Judicial	367,029
III.	Executive and Administrative	1,550,507
IV.	Educational Institutions	1,784,488
V.	Charitable and Correctional Institutions	1,597,221
VI.	State Aid and Obligations	803,882
VII.	Pensions	580,169
VIII.	Contingency and Emergency (273,996) (Transfer to other purposes)	
IX.	Public Schools	20,223,211
X.	Debt Service	4,281,233
	Total Obligations	$ 31,201,705
	Credit balance, June 30	949,927

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TEACHERS' SALARIES IN MICHIGAN

Michigan's 31,340 teachers receive an average annual salary of $1,299.92, according to the State Department of Public Instruction. The average school board member receives a salary of $21.14. Twenty-two per cent of the teachers of the state are employed by the Detroit Public Schools at an average salary of $2,469.92 a year. Twenty-two per cent are employed in school districts with less than 1,000 population at an average salary of $527.63 a year.

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In North Carolina

In North Carolina the average salary paid teachers including principals was $713.95 for 1935-36 - white race, $784.17; colored race, $534.40. For classroom teachers only the average salary paid was $682.21 - white teachers, $747.78; colored teachers, $518.47. The principal's average salary was $1,378.67 - white principals, $1,447.41 and colored principals, $1,064.69. These figures are based on actual expenditures from State funds plus estimated expenditures from local sources.

HONORS TO STAFF MEMBERS — During the past few weeks several members of the State Department have received honors worthy of mention.

Mr. W. F. Credle was elected Vice-President of the National Council on Schoolhouse Construction. Mr. Credle is also Vice-President of the National Advisory Council on School Building Problems.

Dr. James E. Hillman was elected Secretary-Treasurer of the North Carolina College Conference at its annual meeting held in Greensboro, November 5 and 6.

Mrs. Mary Peacock Douglas was elected Chairman of the School Library Section of the Southeastern Library Association at its biennial meeting held in Asheville, October 28-30. Miss Eloise Ward, Librarian of the Senior High School, High Point, was elected Secretary of this Section.

Mr. Chas. H. Warren, Supervisor of Rehabilitation, was reelected Executive Secretary of the North Carolina League for Crippled Children held in Raleigh, November 7.

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Staff Change — Miss Elizabeth Thomas, Moncure, N. C., has succeeded Mrs. Nancy Stoner Benson, as Secretary to Mrs. Douglas in the Division of Instructional Service. Miss Thomas graduated at the Woman's College in 1930 with a degree in Library Science. Following her graduation she was employed three years in the Charlotte Public Library, where she was assigned to work in both city and county schools. Following this Miss Thomas took a year's training at the Draughn School of Commerce, Atlanta, Ga. For the past two years she has been employed with the Home Owners Loan Corporation, Atlanta, Ga.

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MEETING NORTH CAROLINA COLLEGE CONFERENCE — On November 5 and 6 the North Carolina College Conference had a very interesting and successful meeting at Greensboro. The general theme of the meeting was the Articulation and Integration of Higher Education. President E. J. Coltrane, Brevard College, discussed the junior college; Dean R. B. House, University of North Carolina, Chapel Hill, presented the subject from the point of view of the senior college; and Vice Chancellor, O. C. Carmichael, Graduate School, Vanderbilt University, presented a paper on the graduate-school. The various standing committees gave very valuable reports.

The attendance was the best for several years. There were about 150 registrations. Thirty-five institutions were represented. The following officers were elected for next year: Dean W. C. Jackson, Woman's College, U.N.C., Greensboro, President; P. E. Monroe, President Lenoir-Rhyne College, Hickory, Vice-President; and James E. Hillman, State Department of Public Instruction, Secretary-Treasurer.

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NOVEMBER SCHOOL FACTS — The November number of STATE SCHOOL FACTS is devoted to a study of "Public School Operating Expense", total and per pupil. The total current expense for 1934-35, this paper shows, was $19,254,098.07. For 1935-36, it is estimated the total current expense was approximately $23,400,000. The cost per pupil enrolled for 1934-35 was $21.57, SCHOOL FACTS shows, and for 1935-36 this cost was about $26.00.

The per pupil costs based on average daily attendance in the states for 1933-34, according to this paper, ranged from $124.13 in New York to $22.60 in Arkansas. North Carolina ranked 47th in this respect. This paper shows further that per pupil costs decreased from 1931-32 to 1933-34 in all states, the range being from 2.4 per cent in Delaware to 43.6 per cent in North Carolina. The average decrease during this period for the Nation was 22.2 per cent.

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THE HARRISON-FLETCHER BILL

Under this bill, if enacted into law, the states and territories would receive an annual appropriation of $100,000,000 "for improvement of their public schools." The bill provides that this sum may be increased by $50,000,000 for each fiscal year, providing the total sum appropriated for any year shall not exceed $300,000,000. The amounts to be appropriated under this measure are to be apportioned among the states and territories in the proportion which the number of their inhabitants ages 5 to 20 years, inclusive, bears to the total number of said inhabitants of all the states and territories.

The bill stipulates that after the first apportionment is made to any state or territory such state or territory shall not receive any such apportionment unless there shall have been maintained during the school year next preceding a system of public schools available throughout such state or territory for not less than 160 days. If this bill as now written is enacted into law North Carolina will receive about $3,154,615 the first year of its operation.

Instructional Service

PAMPHLETS AND POSTERS

The Division of Instructional Service has issued a 5-page mimeographed bulletin giving a list of pamphlets and posters that may be secured free or at small cost. This bulletin contains a selected list of titles on biography, health, home economics, furniture furnishings and home decorations, textiles and clothing, industrial arts, music, nature study, scouts and scouting, travel, travel in general, United States and miscellaneous subjects. Persons interested may secure the bulletin by writing to Mrs. Mary Peacock Douglas, School Library Adviser, State Department of Public Instruction, Raleigh, N. C.

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TEACHING THE USE OF BOOKS AND LIBRARIES

"Teaching the Use of Books and Libraries to Elementary School Pupils, Grades 1-7" is the title of a 10-page mimeographed bulletin also issued by the Division of Instructional Service. This bulletin is in outline form and covers the following Units:

Unit I - The Care of Books, Grades 1-3
Unit II - The Make-Up and Printed Parts of the Book, Grades 3-7
Unit III - The Dictionary, Grades 4-7
Unit IV - The Encyclopedia, Grades 4-7
Unit V - Arrangement and Use of the Library, Grades 3-7
Unit VI - Classification of the Books, Grades 4-7
Unit VII - Card Catalog, Grades 4-7
Unit VIII -Bibliography Making, Grades 4-7
Unit IX - Note Taking, Grades 5-7
Unit X - Special Reference Books, Grades 5-7

SOUTHEASTERN LIBRARY ASSOCIATION

The Southeastern Library Association held its biennial meeting in Asheville, North Carolina, on October 28-30, 1936. At the first general session, Mr. Malcolm G. Wyer, President of the American Library Association and Librarian at Denver, Colorado, spoke, urging librarians to be more conscience of their community needs and of services which the library might render.

Among the high lights of the program were talks by two North Carolinians. Mr. Wm. T. Polk of Warrenton, Chairman of the North Carolina Citizens Library Movement, gave a most stimulating picture of the South as it might be with adequate library service. Mr. Polk pointed out that the purchase of material for such a reading public would of necessity be related to a state and federal participation in the cost. Dr. B. B. Kendrick, Professor of History at the Woman's College, Greensboro, talked on "Why the Southerners Read So Little, Historically Speaking." Dr. Kendrick illustrated his talk with examples from Southern literature, both fiction and factual.

The meeting of the School Library Section centered particularly about library service to elementary schools. Miss Lucile Nix of the Knoxville, Tennessee, Public Library, formerly from Winston-Salem, told of service possible through a countywide program for school libraries, either as a part of the public library or as a part of the school board set-up. Miss Sarah Sterrett of the Public Schools of Tallassee, Alabama, discussed activities which she, a high school teacher-librarian, had carried on in the two elementary schools from which her high school drew its pupils. The outstanding talk of this program was that made by Miss Mildred L. Batchelder, School Library Specialist of the American Library Association staff. She gave most helpful suggestions regarding "The Centralized Library in the Elementary School", pointing out the increased availability of the book stock; the atmosphere for the development of library attitudes, reading interests, and pupil cooperation; the use of the entire book collection for all school classes and subjects; and the possibility of more helpful service through trained personnel. About 75 people were present for the discussion of school library problems.

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REGIONAL CONFERENCES

For the purpose of extending services to the teachers and expanding the school program to meet the needs of the children better, the Division of Instructional Service of the State Department of Public Instruction in cooperation with local school persons are planning child development conferences in selected regions of the State on character education and the language arts. The selection of the places for holding these conferences has been determined on the basis of the possibilities offered for demonstrating how instruction may be improved. The aim is to assemble a representative group for the purpose of studying and planning specifically for a more effective leadership to the end that child development may be promoted. It is the intention of these conferences to promote rather than replace countywide and other local group meetings. The emphasis at these conferences will be placed on the course of study in action as it relates to character education and the language arts.

On November 21 one of these conferences will be held at Western Carolina Teachers College, Cullowhee. Another is planned for Lexington at the Methodist Hut on November 23, 6:00 - 9:30 P. M. Others will be announced from time to time. Further information may be secured by writing to the Division of Instructional Service, State Department of Public Instruction, Raleigh, N. C.

HIGH SCHOOL PRINCIPALS ORGANIZE

Approximately 40 principals, representing many sections of the State, met in Greensboro on October 2 and formed a principals' organization. The purpose of the meeting as expressed by G. B. Phillips in THE HIGH SCHOOL JOURNAL, "was to discuss various secondary problems and to effect an organization which would be continuous and which would offer a means of expression to this large group of school leaders." A. P. Routh of Greensboro was elected president, P. A. Reid of Roanoke Rapids, vice-president, and Frank L. Ashley of Gastonia, secretary-treasurer. "All high school principals are being urged to take part in this new opportunity for further study of secondary problems and for complete unity throughout the ranks of principals," stated Mr. Phillips.

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PRELIMINARY REPORTS AND SENIOR LISTS

Dr. J. Henry Highsmith, Director of the Division of Instructional Service, has recently sent out forms for the principals' elementary and high school Preliminary Reports. He has also requested a list of the high school seniors for 1936-37. If you, as a principal, have not already filed your reports and list of seniors with the superintendent of your administrative unit, please do so at your earliest convenience, as the information called for on these blanks is constantly needed.

Negro Education

FACTS ABOUT NEGRO STATE COLLEGES

The following table shows not only the appropriations from each of the Negro institutions of higher learning in this State for the past four years, but also the tremendous growth in enrollment at these institutions during this four-year period:

Appropriation:	1933-34	1934-35	1935-36	1936-37
1. A. & T. College	$ 23,263	$ 24,713	$ 47,245	$ 50,010
2. N. C. College for Negroes	24,170	23,754	37,995	37,860
3. Winston-Salem T. College	21,730	22,452	55,508	35,615
4. Elizabeth City Normal	8,336	13,756	23,415	23,470
5. Fayetteville Normal	7,960	16,670	27,075	28,395
Enrollment (regular session):				
1. A. & T. College	295	429	522	663
2. N. C. College for Negroes	176	243	261	334
3. Winston-Salem T. College	271	316	428	486
4. Elizabeth City Normal	225	373	454	445
5. Fayetteville Normal	325	422	468	405

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NEGRO PRINCIPALS' CONFERENCE

The Negro Principals' Conference which was scheduled to be held in Raleigh on November 7, has been postponed to Saturday, November 28, it was recently announced by Nelson H. Harris, Acting High School Inspector of the State Department of Public Instruction. All principals planning to attend this meeting are urged to be at the Washington High School at 9:45 A. M. in order that the meeting may begin promptly at 11:00 A. M.

TRANSPORTATION OF NEGRO PUPILS 1935-1936

During the school year 1935-36 public transportation of Negro pupils was provided in 62 of the 100 county administrative units. A total of 313 buses was used in transporting 13,985 pupils a total distance of 11,755 miles at a cost of $89,695. The number of buses used ranged from one in several units to 38 in Johnston County. The number of colored pupils transported ranged from 7 in Madison County to 1,819 in Johnston County.

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JEANES TEACHERS 1936-37

56 Jeanes teachers are employed this school year in 57 county administrative units. In one instance one teacher is employed to work in two counties. The business of these teachers, working under the direction of the county superintendents, is to help and encourage the colored rural teachers, to introduce into the small country schools simple home industries, to give talks and lessons on sanitation and health, to promote the improvement of schoolhouses and school grounds, to aid superintendents in securing qualified teachers, to supervise the instruction in classrooms where needed, and to organize clubs for the betterment of the school and neighborhood. A part of the salaries of these traveling teachers is contributed by the Anna T. Jeanes Fund.

Vocational Education

OCCUPATIONS

A clearing house of information about occupations has been established for the benefit of teachers, principals, guidance counselors, vocational educators, librarians and others, by the National Occupational Conference, 551 Fifth Avenue, New York. The Conference is a non-profit making research organization established and supported by the Carnegie Corporation of New York. A number of publications on occupations and vocational guidance are distributed at cost.

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THE GEORGE-DEEN ACT

This act will become operative July 1, 1937, and takes the place of the George-Ellzey Act which became operative July 1, 1934. The new act authorizes an annual appropriation of (1) $12,000,000 for vocational education - agriculture, home economics, and trade and industry -,(2) $1,200,000 for vocational training in distributive occupations - retailing, wholesaling, etc., and (3) $1,000,000 for training of teachers of vocational education in agriculture, trade and industry, and home economics.

The George-Deen Act differs from the George-Ellzey Act in four principal ways: (1) It increases by $9,090,397 the sum authorized for vocational education in the three fields - agriculture, trade and industry, and home economics - and by $1,054,000 the sum authorized for training teachers in these fields; (2) it requires states and territories participating in the grants to match only 50 per cent of these grants for the first five years in which the act is operative, this percentage being increased by 10 per cent each year thereafter until it reaches 100 per cent in 1947; (3) it authorizes funds to be used in programs providing training for the distributive occupations; and (4) it extends the benefits of vocational education to the District of Columbia.

Under this law North Carolina stands to receive about $500,000, provided of course the State puts up the required matching fund.

LIVESTOCK JUDGING TEAM MAKE A CREDITABLE SHOWING

The livestock judging team and the delegates representing the Young Tar Heel Farmers, a Statewide organization of 11,000 students of vocational agriculture, made a creditable showing at the annual meeting of Future Farmers of America at Kansas City, Missouri, in connection with the American Royal Livestock Show, according to Roy H. Thomas, State Supervisor of Vocational Agriculture.

Competing with boys from 47 states, Steve Cathey, Bethel High School, Haywood County, won first prize in individual judging of beef cattle and second place in judging all classes of livestock. As a result of these achievements, young Cathey received a gold watch, ribbon, nine dollars in cash and a certificate from the American Vocational Association. The members of the judging team were Steve Cathey, Bethel High School, Haywood County; Clifton Barbee, Nashville High School, Nash County; Leonard Thompson, Mt. Gilead High School, Montgomery County; Foy Reese, Boonville High School, Yadkin County; and I. A. McLain, Bethel High School, Haywood County, coach.

Russell Moles, Bryson City High School, Swain County, and Loy Crowder, Polkville High School, Cleveland County, represented the Young Tar Heel Farmer organization as official delegates at the Future Farmers of America Meeting which was attended by 5,000 students of vocational agriculture. Russell Moles, in making the North Carolina official report to the National Convention, brought out the fact that North Carolina stands second in enrollment by states in the Future Farmers of America, a nation-wide organization of 125,000 farm boys. Young Tar Heel Farmers, the North Carolina unit of Future Farmers of America, has a membership of 7,100,only being exceeded in the nation by a membership of 12,000 in Texas.

He also told of the work of the Young Tar Heel Farmers, such as the placing on savings account of $26,000; investment in farming of $35,000; cooperative buying and selling $48,000; school ground beautification $13,000, and the holding of 165 father-and-son banquets with 11,000 attending. In the announcement of the best local chapter of Future Farmers of America, the Aurelian Springs Chapter, Halifax County, was given honorable mention.

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ESSAY CONTEST WINNERS

The winners of the 1936 Essay Contest conducted by the Division of Vocational Education, State Department of Public Instruction, in cooperation with the Chilean Nitrate Educational Bureau, Incorporated, for Vocational Agricultural students throughout North Carolina, were recently announced by Roy H. Thomas, State Supervisor of Vocational Agriculture. The subject of the essay was "Fertilizer and Cropping Practices of Farmers in My Community as Compared to Experiement Station Recommendations."

The essay chosen as best from the 169 submitted from 19 schools in the State was written by James F. McAllister of Star High School, Star, North Carolina. The other winners are listed in the order of first, second, third, fourth, and fifth prize winners, respectively.

District One - Arthur Burnette, Jr., Hobgood High School, Hobgood, N. C.; Edison Brantley, Spring Hope High School, Spring Hope, N. C.; Tyree Buck, Ayden High School, Winterville, N. C.; Mitchell McLawhorn, Ayden High School, R. 1, Ayden, N. C.; and Thad Hart, Ayden High School, Rt. 3, Ayden, N. C.

District Two - Gaston Sealey, Orrum High School, Rt. 2, Fairmont, N. C.; Linwood Floyd, Fairmont High School,Fairmont, N. C.; Hubert Jernigan, Piney Grove High School, Rt. 1, Faison, N. C.; and Ed. M. Green, Jr., Peachland High School, Peachland, N. C.; and Fess Black, Bethel High School, Midland, N. C.

District Three - R. Lee Smith, Cary High School, Rt. 1, Cary, N. C.; Bryan Wilson, Jr., Madison High School, Madison, N. C.; Roy Keith, Fuquay Springs High School, Fuquay Springs, N. C.; Furney Albert Todd, Wendell High School, Wendell, N. C.; and Ramond Lester, Bethel Hill High School, Woodsdale, N. C.

District Four - Ray Kizer, Tryon High School, Kings Mountain, N. C.; Norris Trout, Cool Springs High School, Forest City, N. C.; J. M. Watts, Scotts High School, Statesville, N. C.; Clarence Beam, Polkville High School, Shelby, N. C.; and Loy Crowder, Polkville High School, Rt. 5, Shelby, N. C.

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GUIDANCE BULLETIN

The National Youth Administration in cooperation with the Lexington Kiwanis Club has just issued a 38-page mimeographed bulletin entitled "An Experiment in Guidance, Lexington, North Carolina." This bulletin has been mailed to each county and city superintendent of the State.

As the name implies, this bulletin is a report on an experiment in Vocational Guidance. The experiment was based largely upon a "Community Vocational Information and Advisement Service Plan for Youth" prepared by the NYA for the use of communities and civic clubs that might be interested in such an undertaking for its young people.

According to C. E. McIntosh, Director of the NYA of North Carolina, "this report is made in an effort to show what communities can do for their youths, once they become cognizant of the problems which young people face. There now exists a conscientious desire to help young people, and this possibly is the finest outcome of the experiment."

The State Department of Public Instruction wishes to commend the publication of this bulletin, and to point it out as an example of what a community can do when its several agencies work in cooperation in an effort to help their youth. Our congratulations are extended to Lexington in this undertaking.

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N. C. TEACHERS OF AGRICULTURE COOPERATE

North Carolina teachers of vocational agriculture located in 293 communities in 79 counties of the State are cooperating to the fullest extent with the North Carolina Extension Service in acquainting the farmers of the State with the set-up of the new soil conservation farm program, according to Roy H. Thomas, State Supervisor of Vocational Agriculture.

After a conference with Dean I. O. Schaub, Director of the North Carolina Extension Service, Mr. Thomas has instructed the teachers of agriculture to cooperate as follows:

1. Attend the county meetings called by the county agents to discuss the new farm program.

2. Hold meetings in their local communities to explain the new farm program plan.

3. Act as advisers to the farm program committees in their local communities.

"The teachers of agriculture have entered upon their duties with enthusiasm and I am sure they will do some very effective work by cooperating with the county agents in conducting the educational phase of the new farm program", stated Mr. Thomas.

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STATE FAIR VOCATIONAL AGRICULTURE DISPLAY ATTRACTED ATTENTION

The vocational agriculture display, consisting of fourteen booths and put on by fourteen teachers attracted much attention at the State Fair, according to Roy H. Thomas, State Supervisor of Vocational Agriculture.

There were five exhibits from Wake County. The Knightdale school exhibit put on by W. R. Sutton showed that one of the objectives of vocational agriculture is better beautified homes. There was also displayed an improved home as contrasted with an unimproved home. The Wake Forest exhibit put on by J. B. Litchfield had "the control of gullies or they will ruin you" as the title; W. B. Callihan staged the exhibit for Wendell High School by picturing how to apply fertilizers to cotton; T. H. McCrorie of Milbrook High School in his exhibit portrayed that a farmer should have good pasture and houses to get poultry profits; and R. S. Dunham of Cary High School enlivened his exhibit with two live hens and an axe chopping off the head of the cull hen. The title of the booth was "A good hen always pays and a cull is never profitable."

One of the most educational of the fourteen booths was that of John J. Wolfe of Bailey, Nash County. The booth had for its caption "Through the program for teaching vocational agriculture over 10,000 North Carolina farm boys are being taught the development of attitudes which promote better rural citizenship." The attitudes were represented by miniature young farmers who are members of the Statewide organization of Young Tar Heel Farmers. "Feeding dairy cows for profit" was the title of the Oak Grove High School exhibit put on by A. E. Williams. Clement High School, Sampson County, J. T. Griffin, teacher, pictured that it pays to cut tobacco stalks and sow cover crops.

Lilesville High School, Anson County, had a splendid display of canned goods featuring the fact that a farmer can produce his own food and save money. Evergreen High School, Columbus County, T. M. Mayfield, teacher, displayed some furniture made by students of vocational agriculture; T. C. Powers, Nashville High School, Nash County, showed how to make more money on tobacco projects; Gold Sand High School, Franklin County, showed the home practical work of the boys in corn, cotton, tobacco and soybeans; O. O. Manning, Plain View High School, Sampson County, demonstrated what a farmer needs to equip a home farm shop. An attractive and interesting exhibit portraying the set-up of a Young Tar Heel Farmer Chapter was put on by Fred U. Wolfe, Middlesex High School, Nash County.

The vocational display was under the direction of the Division of Vocational Education, State Department of Public Instruction, and was supervised by Roy H. Thomas, State Supervisor of Vocational Agriculture and A. L. Teachey and J. M. Osteen, District Supervisors of Vocational Agriculture.

FARMERS ATTEND SHORT COURSES

During the months of November through March over 10,000 farmers ranging in age from 25 to 70 will attend short courses or evening classes to get information that will enable them to improve their methods of farming.

In 273 communities in 74 counties where vocational agriculture is taught by 256 teachers, these farmers in groups ranging from 15 to 100 will assemble in the agriculture classroom, store, lodge hall or some other convenient place to get the latest and best information on farming. In each local community the information will be given to these groups by the local teacher of vocational agriculture, who is a graduate of a standard agricultural college where special attention was given to methods of imparting farming information to farmers and farm boys. This teacher is well fitted for his job because by surveys, visitation and practical experience he knows the problems of the farmers of his community.

Any farmer in the community who wants to improve his methods of farming may attend the evening class which is held once or twice a week for about one hour and a half a session. After the group assembles the procedure is largely on a discussion basis with the teacher of agriculture guiding the development of the discussion in order to bring out the information the farmers need or want.

What Do Farmers Study

What do these farmers study? For example, a group of twenty-five farmers in a certain community agree that their methods of growing the tobacco crop need improving, then they will meet for ten or more nights on this subject; or the need may be studying the benefits of the A.A.A., home beautification, cotton, corn, managing the farm and the like. And where their conclusions are reached, they represent a combination of the best practices of the farmers, the best technical information available from the State Experiment Station and State College of Agriculture, and the expert knowledge of the teacher of agriculture. In the spring these farmers will put into practice on their home farms the instruction and information they received. The teacher of agriculture will visit each farmer from time to time to help him apply in the most practical way the improved methods.

An example of the benefits of one evening class: For several years the farmers of a certain eastern community had evening class instruction on the grading and sorting of tobacco. It is reliably stated that now when tobacco from that community is placed on the warehouse floor a premium is the result of proper grading.

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ANNUAL MEETING N.C. LEAGUE FOR CRIPPLED CHILDREN

The North Carolina League for Crippled Children met in annual session at Raleigh, November 7. A large and interested group from all over North Carolina was present for the meeting. The activities of the League during the past year were summarized and plans worked out for the future. The North Carolina League is coordinating its efforts and supplementing the services of the Crippled Children's Commission, Welfare Department, Rehabilitation Department, and State Employment Service, in the discovery, care, cure and rehabilitation of the handicapped. A Statewide survey is planned to locate the cripples within our borders and an annual seal sale will be sponsored at next Easter time to raise funds for the work.

LAWS, OPINIONS AND DECISIONS

FIRE PREVENTION TO BE TAUGHT

It shall be the duty of the insurance commissioner and the superintendent of public instruction to provide a pamphlet containing printed instructions for properly conducting fire drills in schools, and the superintendent or principal of every public school in this State shall conduct at least one fire drill every month during the regular school session, such fire drills to include all children and teachers and the use of all ways of egress, and the Insurance Commissioner and Superintendent of Public Instruction shall further provide as far as practicable for the teaching of "Fire Prevention" in the colleges and schools of the State, and to arrange, if possible, for a text-book adapted to such use. Provided, this amendment (underlined) shall not apply to schools taught in one-story houses. - c. 130, P. L. 1925.

A copy of the pamphlet prepared in compliance with this law may be secured from the Insurance Commissioner, Dan C. Boney, Raleigh, N. C.

- 0 -

RESPONSIBILITY FOR CONDITION OF SCHOOL BUILDING

Question: The school building at this place is in very bad shape, absolutely dangerous for children. I want some advice on the matter. Answer: "The Constitution places upon the commissioners in each county the responsibility for providing school buildings and equipment, and there is no other agency that can assume this responsibility. I would suggest that you see your local county authorities with reference to this matter." - Superintendent Erwin, Oct. 22, 1936.

- 0 -

MARRIAGE OR NON-MARRIAGE

Question: Does the board of education have authority to make a rule debarring married teachers (specifically principal's wife) from being employed in the public schools? Answer: "In the School Machinery Act of 1935, Chapter 445, Public Laws of 1935, provision is made in Section 12 as follows: 'In the employment of teachers no rule shall be made or enforced on the ground of marriage or non-marriage.' This part of the School Machinery Act would invalidate the rule adopted by the _____ County Board of Education, which is in conflict with this statutory provision. I would also be of the opinion that the contract entered into prior to the adoption of the rule, if it were valid, could not be abrogated by a subsequently adopted regulation." Attorney General, July 28, 1936.

- 0 -

LENGTH OF SCHOOL DAY

Question: I wish to ask your aid in trying to secure shorter school hours for the first four grades. Answer: Section 33 of the Public School law reads as follows: "Determine length of school day. The length of the school day shall be determined by the county board of education for all public schools under its jurisdiction and by the board of trustees of all other schools: Provided, the minimum time for which teachers shall be employed in the school room or on the school grounds supervising the activities of children shall not be less than six hours. But county boards of education may authorize rural schools in certain seasons of the year, when the agricultural needs of the farm demand it, to be conducted for less than six hours a day: Provided further, it shall be the duty of county boards of education and boards of trustees, whenever the needs are presented, to provide part-time classes for pupils above the compulsory school age and for such other pupils as are unable, because of physical defects, to attend school for the full time designated for the classes in which they may be enrolled."

In my opinion, the State Board of Education is without authority to make any modifications in the provisions of this section. - Superintendent Erwin, Oct. 1, 1936.

- 0 -

RELIGIOUS EDUCATION

Question: What is the interpretation of the law of the State of North Carolina with regard to inaugurating in our public schools a period or two per week for religious education? Answer: While I think the law permits the reading of the Bible in the public schools, it is my opinion that religious education as such, while highly desirable, could not be taught. - Superintendent Erwin, Nov. 10, 1936.

- 0 -

ALCOHOL BOOK

Question: Will you please advise me if this book (Alcohol and the Habit Forming Drugs) is now in use in the public schools of our State. Answer: The new textbook, "Alcohol and the Habit Forming Drugs", has just come from the press and is now available for distribution. Its use is absolutely required by law in every sixth grade in the State, and the law states further that "the work in the subject of alcoholism and narcotism shall be a part of the work required for promotion from one grade to another." Copies of the book may be secured either through the Textbook Purchase and Rental Commission or Alfred Williams & Company, both of Raleigh. - Superintendent Erwin, Nov. 4, 1936.

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SALARIES BUS DRIVERS

Question: I would appreciate it if you would tell me what bus drivers are supposed to get. Answer: In reply to your letter of November 2, I beg to advise that school bus transportation does not come under the jurisdiction of the State Department of Public Instruction. Transportation is operated under the direction of the State School Commission, and I would suggest that you write Mr. Lloyd Griffin, Executive Secretary, Raleigh, N. C., for the information you desire about salaries. - Superintendent Erwin, Nov. 4, 1936.

- 0 -

CITY'S PER CAPITA FINES, FORFEITURES, ETC. NOT CHARGEABLE TO CAPITAL OUTLAY

Question: For more than twelve months I have not been able to get any forfeitures and fines from the county. The county auditor informs me that we will not receive any more until the county is reimbursed for the $7,500 put into our school building. In other words, he is charging this capital outlay against my per capita of the forfeitures and fines, poll tax and dog tax. Answer: You inquire whether or not this can be done under the law.

The answer is "no". The duty of building a school building in the city administrative unit, when necessary, was under the law, resting upon the Board of County Commissioners, its action to be based on the application of the County Board of Education. It so happens that now, since no authority is given to any school unit to spend any money or incur any debt for such purpose, the County Commissioners have the sole responsibility for erecting such buildings, and this they must do under Article IX, Section 3 of the State Constitution.

As for the funds mentioned, that is, fines, forfeitures, poll taxes and dog taxes, these funds are expressly allocated by the School Machinery Act of 1933, as well as the School Machinery Act of 1935, to the objects of maintenance of plant and fixed charges; except that when necessity is shown, the State School Commission may approve the use of such funds in any administrative unit to supplement any object or item of the current expense budget. Chapter 445, Public Laws of 1935, Section 9.

There is no authority of law for the withholding of proceeds from fines, forfeitures, poll taxes and dog taxes, from the _____ City Administrative Unit and applying them to reimburse the county for its expenditure of $7,500.00 on a school building in that district. - Attorney General, Nov. 5, 1936.

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LOCATION OF NEW BUILDINGS

Question: The question confronting us is whether the State School Commission or the County Board of Education has authority to say just where this new building shall be erected. Answer: In my opinion, it is the responsibility of the county board of education to determine the location of school buildings. It is also their responsibility to secure the plans and award the contract for such buildings, provided the plans have first been approved by the State Superintendent of Public Instruction through the Division of Schoolhouse Planning. - Superintendent Erwin, Nov. 4, 1936.

- 0 -

FAIR NOT SCHOOL DAY

Question: All teachers have some part in the Fair, and fifty per cent of the students will participate. We expect a larger percentage of pupils to be present. May this day be counted as a school day and should pupils not attending the fair be counted present? Answer: In my opinion, you cannot close your Negro schools in order that the children may attend a countywide fair and count the day as a regular school day. The law provides "that a school month shall consist of four weeks and not less than twenty teaching days." This would prevent counting attendance at the fair as a regular school day. - Superintendent Erwin, Nov. 16, 1936.

- 0 -

AUDIT OF COUNTY FUNDS

Question: May the county accountant audit the accounts of the board of education? Answer: Replying to your letters of November 2 and 12 I can only refer you to Chapter 239, Section 19, substitute section 198, Public Laws of 1927 from which I quote:

> "On or before the first day of August of each year the County Board of Education shall cause to be audited the books of the Treasurer of the County School Fund and the accounts of the County Board of Education and shall provide for the cost of same, where a County Auditor is not provided by the statute, out of the current expense fund."

At the time of the passage of the above law the creation of the office of county accountant by the County Fiscal Control Act was not given consideration but it is our opinion that the effect of the County Fiscal Control Act permits this audit to be made by the County Accountant. - W. E. Easterling, Secretary, Local Government Commission, Nov. 13, 1936.

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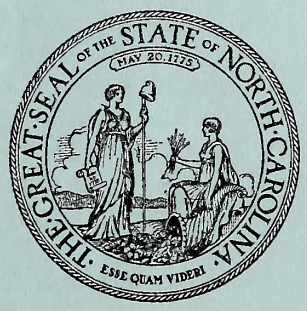
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NORTH CAROLINA STATE LIBRARY

VOLUME 1 NUMBER 3

December, 1936

NORTH CAROLINA PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

NORTH CAROLINA
STATE LIBRARY

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

December 22, 1936

To Superintendents:

Payments to the Special Building Fund were due December 15. Many of the counties in the State have a perfect record in the promptness with which these payments are made, and have never defaulted for a single moment. However, during the depression some counties got considerably behind.

I note from the records that most of these units have now overcome their defaults and are in excellent current condition. This is well, because default in the payment of indebtedness either to the State or other bondholders has serious implication with reference to the future development of education in the various communities. No community struggling with past due obligations is in a sound position to take care of its building needs or to expand from local sources its educational program. The wise superintendent will make every effort to see to it that school debt service obligations are met promptly, or that debt burdens beyond the immediate ability of the community to pay are refunded in order to provide a better distribution of the burden.

The greatest care should be exercised to see that all funds are devoted to the purposes for which they were intended. School debt service taxes collected should be used only for the payment of school debt service obligations.

With best wishes and the seasons greetings, I am

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent of Public Instruction

N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

* * * * *

"To me, there is nothing more important than the planning of facilities of public education for youth and adults, so that all citizens shall have access to a clear understanding of the vital social, political, and economic alternatives from which they may choose in deciding the future of our democratic society." - Dr. J. W. Studebaker, United States Commissioner of Education.

A MESSAGE FOR CHRISTMAS

Are you willing to forget what you have done for other people and remember what other people have done for you; to ignore what the world owes you and to think what you owe the world; to put your rights in the background and your chances to do a little more than your duty in the foreground; to see that your fellow-men are just as real as you are and to try to look behind their faces to their hearts, hungry for joy; to own that probably the only good reason for your existence is not what you are going to get out of life, but what you are going to give to life; to close your book of complaints against the management of the universe and look around you for a place where you can sow a few seeds of happiness - are you willing to do these things even for a day? Then you can keep Christmas.

Are you willing to stoop down and consider the needs of little children; to remember the weakness and loneliness of people who are growing old; to stop asking how much your friends love you and ask yourself whether you love them enough; to bear in mind the things that other people have to bear on their hearts; to try to understand what those who live in the same house with you really want without waiting for them to tell you; to trim your light so that it will give more light and less smoke; and carry it in front so that your shadow will fall behind you; to make a grave for your ugly thoughts and a garden for your kindly feelings with the gate open - are you willing to do these things even for a day? Then you can keep Christmas.

Are you willing to believe that love is the strongest thing in the world - stronger than hate, stronger than evil, stronger than death - and that the blessed life which began in Bethlehem nineteen hundred years ago is the image and brightness of the Eternal Love? Then you can keep Christmas.

And if you can keep it for a day, why not always? But you can never keep it alone. - Henry Van Dyke (1902).

NOTES AND ANNOUNCEMENTS

General Information

THE CHRISTMAS SEAL

The first Christmas seal sale was launched in 1907 by Miss Emily P. Bissell in the State of Delaware. This sale of seals is put on every year just prior to Christmas. The funds realized from these sales are used in the campaign to rid the country of tuberculosis, and to bring health to those people sick of this disease. Thirty years ago, when the first seals were sold, 179 persons out of every 100,000 population were dying from this plague; now less than 60 per 100,000 are dying. These little bits of colored paper, Christmas seals, have been very helpful in carrying on this health program.

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NEWS VALUE OF EDUCATION

The importance placed on the news value of education can be gleaned in part from a survey made recently. Among subjects that call for editorial comment, education ranked 12th in a recent examination of 3,000 editorials appearing over a period of two months in 12 large newspapers published in New York, Chicago, Detroit, Baltimore and other leading cities. Wonder how education ranks in this respect in North Carolina?

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SCHOOL LAW REFERENCES

Selected references in educational law, Leaflet No. 36, have recently been compiled by the U. S. Office of Education. This bibliography contains annotated references to literature on the law relating to education. The studies included relate to one or more outstanding legal phases or problems of contemporary education.

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ANNUAL MEETING N.C. EDUCATION ASSOCIATION

Announcement has been made that the annual meeting of the North Carolina Education Association will be held in Durham, April 22, 23 and 24, 1937.

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TENURE AND RETIREMENT

The North Carolina Education Association Committees on Proposed Laws on Tenure and Retirement have recently made their reports. A brief summary of these reports has been printed in leaflet form and is available at the office of the Association headquarters in Raleigh. Mrs. Mary Graves Monteith, Winston-Salem, was chairman of the Committee on Teacher Tenure, and Dr. John H. Cook, Greensboro, was chairman of the Committee on Retirement.

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NEW JERSEY SCHOLARSHIPS

The New Jersey College for Women, New Brunswick, N.J., is offering five new scholarships to high school graduates of North Carolina. General regulations governing the award of these scholarships and other information concerning this institution may be obtained by girls interested by writing to that institution.

FEDERAL SUPPORT OF PUBLIC EDUCATION

Due to the fact that there have been many requests for copies of Superintendent Erwin's speech made before the Schoolmasters Club, High Point, in October, it has been decided to give in this BULLETIN an outline of this talk. This outline is as follows:

"1. The question of Federal support of public education is not new in American History.

(a) In 1785 John Adams advocated 'the whole people must take upon themselves the education of the whole people'.

(b) In 1787 the Northwest Ordinance provided 'that schools and the means of education shall forever be encouraged.'

(c) Washington, Madison and John Quincey Adams advocated the establishment of a National University, and Jefferson 'a national establishment of Education.'

(d) Perhaps North Carolina could not have established a system of free public schools early in her history except for the distribution of the Federal surplus to the states under act of congress in 1836 during the Jackson Administration.

(e) Grant, Hayes, Arthur, Cleveland and Harrison in various statements likewise advocated Federal support.

(f) At various times in our history bills providing Federal aid to the public schools have passed one House of Congress.

"2. The agitation of Federal support through the years has resulted in the appropriation of large sums of money for specialized education.

(a) The Morrill Act of 1862 provided land grants to agricultural and mechanical colleges.

(b) Subsequent acts made vocational education appropriations available in ever increasing sums until before the depression over eleven million dollars per year were available for this purpose.

(c) The George-Deen Act passed in the last session of congress adds twelve million dollars annually to this fund, and North Carolina expects to receive next year approximately $733,000 from Federal sources for vocational education.

(d) Under ERE, NYA and other similar relief agencies, millions of dollars in Federal funds have been spent during the depression in adult education, nursery schools, and to aid young people in high schools and colleges.

(e) During the same period other millions have been spent on the renovation of buildings, the improvement of sites, and the construction of new buildings under CWA, WPA and PWA.

"3. The principle of Federal support of public education is based on the equalizing of educational opportunity. We have accepted this theory in the administration of our State system of schools.

(a) In 1899 we appropriated the sum of $100,000 of State funds for the encouragement and equalization of adequate educational opportunities.

(b) This fund was increased until in 1931 it reached approximately $17,000,000. (State Superintendent's Reports).

(c) In 1933 we accepted the theory of full State support for a minimum standard term. (State Superintendent's Reports).

(d) In 1935 the general assembly expanded this provision in a substantial manner. (State Superintendent's Reports).

"4. What are some of the problems we face in this State? (These figures are for 1933-34, the latest comparative figures).

(a) Only South Carolina exceeds us in the percentage of population enrolled in the public schools - nation 23%, ours 30%. (Newsome, North Carolina Education magazine, January 1935).

(b) Only 16.6% of our enrollment is in high school as compared with a national average of 21.4%. (Statistics of State School Systems, 1934. Department of the Interior).

(c) Our attendance is only 84.5% of enrollment which shows that 15.5% of our children do not utilize the term available. (Statistics of State School Systems, 1934. Department of the Interior).

(d) Our teaching load is 33.7 (the highest in the U. S.) as compared with the national average of 26.9. (Statistics of State School Systems, 1934. Department of the Interior).

(e) Our average annual teacher's salary is $576.00, white $604.50, as compared with a national average of $1,227.00. 25% should be added to the State figure to determine the present salary. (Statistics of State School Systems, 1934. Department of the Interior).

(f) Our per capita cost is $28.56 as compared with a national average of $73.58. (Statistics of State School Systems, 1934. Department of the Interior).

(g) Our percentage of white illiteracy is highest in the United States except Kentucky. (1930 Federal Census).

(h) Our average length of term in days is 160 as compared with a national average of 171.6. (Statistics of State School Systems, 1934. Department of the Interior).

All of these statistics indicate the need for a substantial increase in funds for public education.

"5. What are some of our fiscal obstacles to more adequate funds in the State.

(a) Our per capita wealth per school child is $5,007.00 as compared with Nevada's $31,343.00, and the national average is $11,104.00. (Newsome, North Carolina Education magazine, January 1935).

(b) Our per capita income per school child is $999.00 as compared with Nevada's $4,299.00, and the national average of $2,481.00. (Newsome, North Carolina Education, January 1935).

(c) Our per capita debt for all purposes, State, county, and local, is one of the highest in the United States. The total debt is approximately $500,000,000. (Financial Statistics of State and Local Government, 1932. U. S. Bureau of Census).

"6. What is the national situation?

(a) In 1935, 42,000 schools failed to operate a normal term. (Speech of Hon. Brooks Fletcher of Ohio, House of Representatives, Wednesday, June 17, 1936).

(b) These schools enrolled 3½ million children taught by 102,000 teachers. (Speech of Mr. Brooks Fletcher).

(c) 7,000,000 children in this country are taught by 250,000 teachers who receive less than $750.00 annually, 30,000 receive less than $450.00. (Speech of Mr. Brooks Fletcher).

(d) 2,740,000 children of school age have no schools, and another 2,745,000 attend school in temporary structures. (Speech of Mr. Fletcher).

(e) During the depression school districts increased their indebtedness $1,000,000,000 in order to keep going and to provide for increasing enrollments. (Speech of Honorable Pat Harrison of Mississippi, Congressional Record, June 20, 1936).

"7. We have accepted other Federal services without much question.

(a) Hundreds of miles of our highways have been constructed with Federal funds.

(b) Public health service has been strengthened and expanded from this source.

(c) Parks, playgrounds, and recreational centers have come from Federal support.

"8. Consideration of all these problems forces one to consider the question of Federal support.

"9. We are now facing one of the most favorable opportunities to secure Federal aid we have ever known. The Harrison-Fletcher bill was introduced in the closing days of the last congress. This bill provides:

(a) An initial appropriation of $100,000,000 and an increase of $50,000,000 annually until an annual maximum of $300,000,000 is reached.

(b) This appropriation to the states is for schools and the manner in which the funds are to be used is left wholly to the respective states.

(c) All control is reserved strictly to the states and forbidden to all Federal offices and agencies.

(d) The basis of apportionment of these funds is the number of persons 5 to 20 years old in each state or territory.

(e) North Carolina will receive ultimately from this source from ten to twelve million dollars annually. (Federal Support for Public Education, National Education Association.)"

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LOCAL SUPPLEMENTS

Under both the 1933 and the 1935 school machinery acts, the authorities in a county or city administrative unit may call an election to determine whether there shall be levied a tax to provide funds to supplement any object or item of school expenditure.

The following table shows those units that have so far carried elections for levying supplemental taxes and the current expense rate levied for 1936-37:

In 1934		In 1936	
Durham	.10	Albemarle	.12
Southern Pines	.27	Concord	.10
Roanoke Rapids	.48	Enfield	.10
North Wilkesboro	.10	Fayetteville	.15
Rocky Mount	.208	Gastonia	.09
Lenoir	.25	Goldsboro	.15
Chapel Hill	.205	Greensboro	.16
		Hamlet	.20
In 1935		High Point	.16
		Lumberton	.15
Charlotte	.25	Monroe	.15
Winston-Salem	.1506	Mt. Airy	.15
Morganton	.18	New Hanover	.18
Asheville	.125	Reidsville	.10
Greenville	.15	Salisbury	.10

In addition to these units Raleigh voted a levy of 25 cents, which is now being contested in the courts, and recently Tarboro and Rockingham voted 10 and 25 cents, respectively, to be levied for the next school year.

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SAFETY EDUCATION

Every precaution possible should be taken to prevent accidents in connection with bus transportation system of the State. The following transportation regulation in force in Pender County is an example of the precaution that may be taken in preventing serious accidents to the lives of the school children:

"Before A BUS DRIVER slacks the speed of the bus to stop, he must DISPLAY his SIGNAL. BEFORE ANY CHILD leaves the bus to cross any road or highway, the CONDUCTOR or DRIVER must alight and see that no vehicle is approaching. If any vehicle or vehicles are approaching, flag them, ESCORT PUPILS ACROSS the ROAD or HIGHWAY in front of the SCHOOL BUS."

HIGHWAY CONTEST PRIZES

Checks and medals earned by North Carolina pupils as a result of the Eleventh National Safety Campaign conducted by the Highway Education Board, Washington, D. C., were recently sent out by Superintendent Erwin. The first prize in the essay contest, consisting of a $15.00 check and a gold medal, went to Billy Nicholson, North High School, Winston-Salem, N. C. Second prize, consisting of a $10.00 check and a silver medal,was won by Eloise Smith, Route 1, Wadesboro, N. C. Eight third prizes, consisting of a $5.00 check and a bronze medal, were awarded the following pupils: Mary Lucy Baynes, Central Park School, Winston-Salem; Eileen Jackson, Central School, Fayetteville; Mary McClintock, Randolph School, Asheville; Battle Leonard, Nashville; Clara Bennett, Polkton; Elaine Patton, Broadway; Edwin Bailey, Route 1, Huntersville; and Richard Garrett, Liberty.

In the lesson contest Miss Pauline Owen, Bethune School, Charlotte, won first State honors; while Mrs. Clarice Fletcher Massey was given "honorable mention."

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EDUCATIONAL DIRECTORY FOR 1936-37

The Educational Directory of North Carolina for 1936-37, Publication No. 192, is now available for distribution. A copy of this publication has been mailed to each superintendent of the State. This Directory differs from last year's publication in that it includes a list of all elementary schools having six or more teachers, whereas the 1935-36 bulletin listed only accredited elementary schools. A copy of the new Directory may be secured from L.H.Jobe, State Department of Public Instruction, Raleigh, N. C.

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DIXIE

The author of "Dixie", Daniel Decatur Emmett, was born October 29, 1815, in Mount Vernon, Ohio. His father was a native of Staunton, Virginia. As a youth young Emmett had a talent for music, was a splendid fifer and drummer, and played the violin by ear in a Cincinnati orchestra. One dreary Sunday morning nearly 78 years ago, while looking out of a gloomy lodging house window in New York City, he exclaimed, "I wish I was in Dixie", and fixed his name forever to the roll of American song writers.

Although born and reared in the North, Mr. Emmett was sentimentally attached to the South. Always modest and entirely without egotism, he was almost overcome by the attention his unpretentious brain-child had attracted. The song was to the South what the Marseillaise was to France. The original manuscript of this now famous song is in the library of the Ohio State Archaeological and Historical Society. - Adapted from "Dixie" by John Francis Steele in THE UPLIFT.

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SOME SCHOOL STATISTICS FOR THE NATION

According to the U. S. Office of Education the enrollment in secondary education for the nation has increased from 2,413,309 in 1920 to 6,395,000 now, a gain of 164.9%. Another outstanding gain is shown in college enrollments which for this year are estimated at 1,179,000 as against 597,857 in 1920, an increase of 97.2%. In 1920 a total of 311,266 boys and girls graduated from high schools; that total was 914,853 in 1934, a gain of 193.0%. There were 48,622 college graduates in 1920; whereas the number for 1934 reached 137,845, an increase of 183.5%. The number of teachers in both public and private schools of the nation increased from 815,173 in 1920 to 1,018,522 in 1934. There are approximately 1,050,000 teachers employed this year, 28.8% more than the number in 1920.

NEW BASAL TEXTBOOKS FOR 1937-38

On December 16, the State Board of Education adopted new basal texts effective for the school year 1937-38 for Mathematics, Latin, Business Education and Music. These new textbooks are as follows:

Grade	Title	Publisher	Retail Price
Mathematics:			
8	Mathematics Through Experience	Silver	.62
9	General Mathematics, Third Course	Allyn	.80
9	Modern Algebra, First Course	World	1.03
10	Plane Geometry	Row	.78
11	Bobbs-Merrill Algebra, Book II	Bobbs	.70
11	Solid Geometry	Row	.78
11	Plane Trigonometry	Ginn	1.38
Latin:			
8	New Elementary Latin	Macmillan	1.04
9	New Second Year Latin Book	Macmillan	1.28
10	Third Year Latin	Heath	1.69
11	Fourth Year Latin	Allyn	1.55
Business Education:			
	General Business, Complete Course	South-Western	1.28
	Stuart Typing, One Yr. Complete Course	Heath	1.14
	20th Century Bookkeeping & Accounting	South-Western	1.21
	20th Century Bookkeeping and Accounting, Advanced Course	South-Western	1.14
	Gregg Shorthand, Functional Method, Pt. I	Gregg	1.29
	Gregg Shorthand, Functional Method, Pt. II	Gregg	1.29
	Direct Method Materials for Gregg Shorthand	Gregg	1.48
	Gregg Speed Building	Gregg	1.04
	Applied Secretarial Practice	Gregg	1.21
	Essentials of Commercial Law	Gregg	1.21
	Social-Business Arithmetic	Mentzer	1.38
	Business-Economic Problems	South-Western	1.59
	Effective Business Correspondence	South-Western	1.45
	Fundamentals of Salesmanship	South-Western	1.24
	Store Management	Prentice	1.72
	Business Organization and Practice	American	1.60
	Our Financial System	Macmillan	2.07
Music:			
Elementary -			
	The Music Hour Series	Silver	
Teachers Use	Kindergarten and First Grade		2.58
2	Book I		.51
3	Book II		.58
4	Book III		.62
5	Book IV		.65
6, 7	Book V		.69
High School -			
	Select Songs for Assembly	Heath	.76
	Hollis Dann Song Series, Book III	American	.85
	Hollis Dann Song Series, Book IV	American	1.26
	People and Music	Allyn	1.21

DECEMBER SCHOOL FACTS

The December number of STATE SCHOOL FACTS is concerned with the scholastic training of the teachers employed in the public schools. Tables are presented showing the number and percentage of white and colored teachers at the several levels of training in terms of scholastic years. Scholarship indices for the State and the county and city administrative units are also presented. The highest trained white teachers, that paper shows, are in Mecklenburg County. It is also shown that 55 per cent of the white teachers employed in 1921-22 did not have any college training, whereas in 1935-36 less than one per cent of the white teachers had no college training at all.

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TEACHER SCHOLARSHIP IMPROVEMENT IN COUNTY UNITS

The scholastic training of both white and colored teachers has shown remarkable improvement during the last decade. The following table showing the number of county units having indices beginning with 2, 3, 4, 5, 6, and 7 for each of these recent years portrays in a very graphic way the trend from low to high scholastic training. (See SCHOOL FACTS referred to for definition of index).

White Teachers:

Year	2	3	4	5	6	7	Total
1924-25	--	1	38	52	9	--	100
1925-26	--	--	30	59	10	1	100
1926-27	--	--	14	59	25	2	100
1927-28	--	--	3	42	51	4	100
1928-29	--	--	2	30	60	8	100
1929-30	--	--	1	19	67	13	100
1930-31	--	--	--	13	61	26	100
1931-32	--	--	--	9	49	42	100
1932-33	--	--	--	7	33	60	100
1933-34	--	--	--	1	27	72	100
1934-35	--	--	--	1	17	82	100
1935-36	--	--	--	1	13	86	100

Colored Teachers:

1924-25	18	58	20	3	--	--	99
1925-26	15	54	23	5	2	--	99
1926-27	13	44	32	8	2	--	99
1927-28	8	37	40	12	2	--	99
1928-29	4	27	43	22	3	--	99
1929-30	5	15	38	32	8	1	99
1930-31	3	12	29	40	13	2	99
1931-32	3	11	20	47	16	2	99
1932-33	2	7	17	45	24	4	99
1933-34	2	7	18	36	30	5	98
1934-35	--	3	8	31	48	8	98
1935-36	--	5	6	19	55	13	98

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BEREA OPPORTUNITY

Berea College, Berea, Kentucky, has announced that the Twelfth Session of the Berea Opportunity School will be held on January 5 to February 1, 1937. A limited number of scholarships valued at $7.50 each are available. A folder giving general information concerning this school may be secured from the Secretary of the College, Berea, Ky.

AVERAGE ANNUAL SALARIES 1933-34 IN THE STATES

The average annual salaries of teachers, supervisors, and principals for the several states are given below. These figures were obtained from BULLETIN, 1935, No. 2, issued by the U. S. Office of Education. The figure for North Carolina for 1936-37 will be slightly more than 25% above the amount shown in this table.

1. New York	$ 2,361	26. Montana	$ 957
2. District of Columbia	2,004	27. Oregon	921
3. California	1,899	28. West Virginia	913
4. New Jersey	1,873	29. Kansas	858
5. Massachusetts	1,730	30. Texas	849
6. Connecticut	1,607	31. Iowa	834
7. Pennsylvania	1,531	32. Oklahoma	815
8. Rhode Island	1,509	33. Florida	806
9. Delaware	1,484	34. Maine	803
10. Ohio	1,420	35. Idaho	794
11. Maryland	1,409	36. Virginia	779
12. Illinois	1,397	37. Vermont	770
13. Nevada	1,317	38. Nebraska	749
14. Arizona	1,309	39. Louisiana	725
15. Washington	1,217	39. Tennessee	725
16. Wisconsin	1,211	41. Kentucky	676
17. New Hampshire	1,182	42. Georgia	640
18. Missouri	1,211	43. Alabama	625
19. Colorado	1,175	44. North Dakota	621
20. Michigan	1,172	45. South Dakota	614
21. Indiana	1,127	46. South Carolina	599
22. Utah	1,094	47. North Carolina	576
23. Minnesota	1,006	48. Mississippi	474
24. New Mexico	994	49. Arkansas	465
25. Wyoming	967	U.S. Average	$ 1,227

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SCHOOL PAPERS

There is a very noticeable increase in the number of school papers issued this year. Volume I, Number 2 of the WILKESBORO HIGH LIGHTS has just been received in this office. In appearance, make-up and news value, this paper ranks among the best in the State. Another first-class paper is THE HERALD, published by the Second Ward High School of Charlotte. The following other papers, which have come to the Department and all of which serve a very useful purpose in stimulating the thought processes of those pupils who participate in their production, have also been received:

SEABOARD SCHOOL NEWS, Seaboard
OUR CLASSROOM NEWS-RECORD, Spring Hope
BIT OF NEWS, Kannapolis
THE FO-BA-HI, Fort Barnwell High School, Dover
THE ECHO, Copeland High School, Dobson, R. 2
S.L. SHEEP NEWS, Elizabeth City
SPENCER HI-LIFE, Spencer
L.H.S. RAMBLER, Littleton
THE POINTER, Stony Point School, Stony Point
M.H.S. BROADCASTER, Macon

Negro Education

IN-SERVICE TRAINING AGENCIES

The table below includes facts about the students attending summer sessions at institutions within the State. Several hundred Negro teachers attended summer school outside the State. The tremendous increase in enrollment is due largely to two things - (1) the new certificate regulations issued by the State Department of Public Instruction, and (2) the support which these regulations are getting from the school superintendents in the matter of employing better trained teachers. In fact, the Negro teacher is very conscious that superintendents generally recommend the best trained teachers. Many of these administrators are not employing any new Negro teachers with a certificate lower than the Primary or Grammar Grade Class A.

Facts About North Carolina Summer Schools for Negroes

	1931	1932	1933	1934	1935	1936
1. Enrollment:						
First session	1,797	1,605	1,360	2,075	2,699	3,636
Second session	409	429	382	968	1,280	2,353
Total	2,206	2,034	1,742	3,045	3,979	5,898
2. No.of Instructors:						
First session	92	76	88	89	111	125
Second session	22	30	26	39	72	84
Total	114	106	114	128	183	209
3. Enrollment per Instructor:						
First session	17	19	15	23	24	29
Second session	16	14	15	27	18	28
Total	16	17	15	24	22	29
4. Enrollment by Certificate:						
Elem. A or lower	1,438	1,362	1,319	1,985	1,721	2,019
5. Training of S.S. Instructors:						
No degree	5	1	6	1	6	6
Bachelors	54	46	38	50	65	95
Masters	52	54	59	73	81	82
Two or more years graduate study	1	5	12	4	31	26

Extension Class Work

The institutions of higher learning find it impossible to provide for all the extension class service requested. In the main, this work is carried on by regular instructors who already have a full teaching load. Many times the institutions and instructors are tremendously inconvenienced to offer this service to the teachers. The program must have the endorsement of the superintendent of schools in the territory where a class in conducted. These administrators have been very appreciative of the efforts and interest of the institutions of higher learning.

Because of the range of teachers enrolled in this type of work it has been advisable to offer general courses, making provisions for special subject matter or methods courses in the summer session. In practically all cases the fee charged is two dollars per semester hour. This charge is in keeping with the registration fee charged for the regular session and summer school. This small fee must cover costs of travel and any other incidental expense incurred in connection with the course. In case the instructor has a full teaching load at the institution he may be allowed a small stipend for extension class service, usually $100 or less. If the institutions were to compute costs for extension class service on the basis of prorata salary costs the fees in practically every case would be insufficient. As indicated above, the superintendents generally are fully aware of the service rendered in this capacity by the institutions of higher learning and are endorsing this program for the betterment of the Negro teaching personnel.

Instructional Service

ONE-DAY CONFERENCES ON READING

Early in the new year a series of conferences, conducted under the direction of Miss Hattie S. Parrott of the Division of Instructional Service, will be held at centers in the eastern section of the State to which will be invited all public school teachers, principals, and supervisors. A very interesting program has been planned for these conferences, the main features of which will be observation and study of reading situations; exhibits of records, reports, and materials of instruction in reading; and discussions led by specialists in this particular field of learning. Teachers, supervisors, members of college faculties, and members of the State Department of Public Instruction will participate in the program.

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SOUTHERN ASSOCIATION HIGH SCHOOLS

The Southern Association of Colleges and Secondary Schools met in Richmond, Virginia, December 1-4, 1936. At this meeting the 34 North Carolina schools which were members of the Association for the session 1935-36 were retained. These schools are as follows: Christ School, Academy of St. Genevieve, Asheville (City), Asheville School, Belmont Abbey, Sacred Heart Academy, Biltmore, Campbell College High School, Chapel Hill, Charlotte, Concord, Durham, Curry Training School, (Greensboro), Greenville, Blue Ridge School, Fassifern, Hendersonville, Kings Mountain, Lexington, Montreat Normal, Morehead City, Morganton, New Bern, North Wilkesboro, Oak Ridge Institute, Peace Institute, Saint Mary's School, State School for the Blind, Roanoke Rapids, Rocky Mount, Pineland School, Southern Pines, Winston-Salem, and Salem Academy.

Ten schools which had previously held membership in the Southern Association were re-admitted as follows: Badin, Boyden (Salisbury), Fayetteville, Goldsboro, Greensboro, Hamlet, Lumberton, Monroe, Mount Airy, New Hanover (Wilmington).

Two new schools were admitted - North High School and South High School, Winston-Salem. These two, together with the R.J. Reynolds School, give Winston-Salem three high schools which hold Southern Association membership.

North Carolina now has 46 schools which are members of the Southern Association and this number, unfortunately, is the smallest number of member schools of any state in Southern Association territory.

The main factors in accrediment are as follows:

1. Length of term - A school must run for 175 days exclusive of holidays.

2. Pupil-teacher ratio - The standards for membership recognize a ratio of thirty pupils per teacher.

3. Pupil load - No teacher should have more than 750 pupil periods per week, according to the standards, which means about five classes of thirty pupils each per day per week. Many of our schools exceed this pupil load.

4. Library - Many schools meet library standards in full, but some are lacking in trained librarians, basic collection of books, and appropriations for purchase of new books.

5. Teachers salaries - Southern Association requires a minimum salary of $900.00 and recommends at least $1,000 per year.

6. It is encouraging that two new schools, and ten other schools which had been members, were added to the North Carolina list this year. There should be at least 40 other schools as members of the Southern Association.

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REPORT OF MUSIC TEACHERS CONFERENCES

During the fall, a series of one-day conferences for public school music teachers of the State was held at the following places: Asheville, Raleigh, Greensboro, Greenville, Red Springs and Davidson. These conferences were sponsored by the Public School Music Department of the School of Music of the Woman's College, The Music Department of the State Federation of Women's Clubs, and the State Department of Public Instruction.

The following colleges cooperated in making provision for the conference: Asheville Teachers College, The Woman's College of U.N.C., Meredith College, Flora McDonald College, Davidson College, East Carolina Teachers College; and members of the faculties in the music department of these colleges participated in the program.

The program of each conference was planned to give practical help to the grade teachers who are in charge of the public school music program as well as the special music teachers and supervisors. The program included discussions of:

1. Approved methods of teaching various phases of music appreciation.

2. Type lessons in music appreciation followed by discussions of the lesson text.

3. Learning and singing songs suitable for use in the music appreciation course of study.

Both morning and afternoon sessions of these conferences were well attended, and a very large percentage of the teachers of music in each district were present at their respective district conference.

These conferences were under the direction of Miss Grace Van Dyke More of the Woman's College, U.N.C., and Miss Hattie S. Parrott of the Division of Instructional Service.

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CHRISTMAS STORIES TO READ AND TELL

The following suggested list of Christmas stories has been selected by the Division of Instructional Service as suitable for Christmas programs:

1. Christmas Carol, by Charles Dickens
2. Why the Chimes rang, by Raymond M. Alden
3. The Story of the Other Wise man, by Henry Van Dyke
4. 'Twas the Night Before Christmas, by Clement C. Moore
5. Christmas Guest, by Selma Lagerlof
6. The Little Fir Tree, by Carolyn Wells
7. The Worker in Sandalwood, by Marjorie Pickthall
8. How Christmas Came to Simpson's Bar, by Bret Harte
9. A Star for Hansi, by Margurerite Vance
10. The Gift of the Magi, by O. Henry
11. A Candle in the Forest, by Temple Bailey
12. The Wee Red Cap, by Ruth Sawyer
13. The Little Match Girl, by Hans Christian Andersen
14. The Magic Squirrel, by Grishina
15. The First Christmas Tree, by Henry Van Dyke
16. Birds' Christmas Carol, by Kate Douglas Wiggin
17. This Way to Christmas, by Ruth Sawyer
18. Miss Muffet's Christmas Party, by S. M. Crothers
19. The Birds Began to Sing, by Rachel Field
20. The Christmas Tree in the Woods, by S. C. G. Smith
21. The Poor Count's Christmas, by Frank Stockton
22. The Christ Child--Selections from the Bible, illustrated by M. & M. Petersham
23. The Christmas Nightingale, by Eric Kelly
24. Betty Leicester's Christmas, by Sarah Orne Jewett
25. The Beggar's Christmas Feast, by Cornelia Meigs

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WPA EDUCATIONAL PROGRAM

More than 17,000 persons throughout the State are now benefiting from the WPA educational program sponsored by the State Department of Public Instruction and under the direct supervision of Mrs. Elizabeth Morris. This program, in its fourth successive year, has created jobs for 715 teachers.

Courses have been offered in practically all occupations. The adult education program, embracing general adult studies, literacy classes, workers' education, vocation study groups, parent education and other education projects, comprises the main part of the program. Instruction includes classes in the fields of industrial, mechanical and building trades, commercial work of all types, and service occupations such as sewing, cooking and care of children. In addition to these classes 17 nursery schools have been established.

In the nation as a whole 87,912 classes are operating with a total enrollment of 1,324,144 persons and with a staff of 34,440 teachers. The total enrollment in these classes is slightly larger than the combined enrollment of all the colleges and universities in the country.

NUMBER OF PUPILS PURSUING THE DIFFERENT SUBJECTS IN PUBLIC HIGH SCHOOLS, 1935-36

Subject	Enrollment	Subject	Enrollment
*English:		Science	
First Year	59,799	General Science	37,537
Second Year	45,183	Biology	36,357
Third Year	34,993	Chemistry	6,102
Fourth Year	27,267	Physics	9,651
Twelfth Grade	704	Health	628
Public Speaking	141	Other Sciences	55
Journalism	68		
Dramatics	147	Business Education:	
Spelling	258	Bookkeeping I	2,682
		Bookkeeping II	551
Mathematics		Stenography I	2,803
Arithmetic	33,450	Stenography II	871
General Mathematics	5,500	Typewriting I	5,838
Algebra, Beginning	50,615	Typewriting II	1,961
Algebra, Second Year	35,987	Junior Business Training	2,616
Algebra, Advanced	2,656	Business Arithmetic	4,462
Plane Geometry	19,405	Business English	172
Solid Geometry	455	Office and Secretarial Practice	145
Trigonometry	295	Business Law	470
		Salesmanship	335
Social Studies		Penmanship	79
Geography	15,250		
Citizenship or Civics	47,149	Vocational	
World History	25,518	Agriculture I	6,015
United States History	29,209	Agriculture II	4,250
Ancient History	3,031	Agriculture III and IV	3,124
Sociology	15,767	Home Economics I	17,732
Economics	16,051	Home Economics II	12,752
North Carolina History	150	Home Economics III and IV	700
Problems in Democracy	1,490	Textile Fabrics	6
Advanced Civics and Govt.	147	Interior Decorating	45
Character Education	16	Industrial Arts	2,727
Guidance	18	Automobile Shop	21
Modern History	1,948	Machine Shop	85
Negro History	300	Electricity	21
		Machine Drawing	23
Foreign Language		Printing	30
Latin I	8,818	Metal Work	82
Latin II	6,825	Carpentry	43
Latin III	259	Brick Laying	25
Latin IV	259		
French I	22,673		
French II	16,091	Music	3,578
Spanish I	426	Glee Club, Chorus, & Choir	387
Spanish II	229	Band and Orchestra	421
German I	70		
German II	48	Other	
		Bible	927
Art	973	Library Instruction	879
Art Appreciation	101	Psychology	16
		Physical Education	3,548

*Since nearly all of the pupils study English the total enrollment is used for each grade in this subject. The figures for the other subjects are those reported on the High School Principal's Annual Reports.

Vocational Education

VOCATIONAL AGRICULTURE PROGRAM

The program of vocational education in agriculture has been in operation as an integral part of the public school system in North Carolina for seventeen years. Vocational agriculture was formally introduced in the high schools of North Carolina under the Smith-Hughes Vocational Education Act in 1917. In the school year 1918-1919 there were 21 schools in the State with an enrollment of 323 students. Today, 79 counties in North Carolina have 309 departments of vocational agriculture with an enrollment of approximately 20,000 pupils and a separate teacher for each school.

Courses Offered

A high school agriculture course lasts four years. The courses offered the students in all day classes include, along with vocational agriculture, the "core" subjects, English, history, arithmetic, community civics, rural economics, and science. The agricultural instruction gives the pupil the fundamental principles underlying farming in his community and shows him how these principles may be put into practice in order to obtain the best results. All students do practice work on their home farms. One of the chief aims of supervised practice is to insure contact by the learner with the farming vocation in which he is being prepared to engage. The project is required as part of the year's work for an agriculture student. The students are graded on production, production costs, and net profits.

The farm shop is one of the very interesting parts of the vocational agriculture course. In shop work a student learns to build all sorts of practical appliances that might be useful on a farm. The shop work is at all times closelycorrelated with the instruction given the agriculture courses. For example, if animal husbandry is being taught, the farm shop work might consist of building hog and poultry houses, self-feeders for hogs and poultry, food troughs, gates, etc. Students are taught to build these articles with facilities that almost any farmer would be expected to have.

There are evening and part-time classes in agriculture for farmers and boys who cannot attend the all-day classes. In these classes practical problems are brought up and discussed. The teacher does his best to solve these problems and answer any questions the farmers might like to ask. In these classes farmers and part-time students are kept posted on modern methods of farming.

Teachers

In order to carry out the vocational agriculture program successfully the men who teach agriculture must be both interested and competent. Not only must a teacher be able to carry on classroom work, much of which is specialized, but he must also teach farm shop, supervise home projects, and carry on community work such as arranging and teaching part-time and evening classes, answering the farmers' questions, etc. In order for a teacher to discharge all of these duties properly, he must be thoroughly trained technically and professionally, and he must have his work thoroughly organized. The teacher must be on the alert not to make pupils too dependent by helping them too much; not to waste time instead of giving real supervision; to use the opportunity to provide for individual differences; not to leave pupils too much to the disposal of their time; and to familiarize himself sufficiently with improved methods of study.

Tar Heel Farmers

The Young Tar Heel Farmers is another interesting feature of the vocational agriculture program in North Carolina. This is a State-wide association for students of vocational agriculture with local chapters in operation in 138 communities representing 72 counties. About 10,000 farm boys belong to this new association. The purposes of the association are: to promote thrift, to create on the part of the boys, a love for country life; to create more interest in the application of intelligence and business principles in farming; and to create social and educational entertainment for the students of vocational agriculture. The Young Tar Heel Farmers maintain a summer camp at White Lake in Bladen County. This is the first camp of its kind in the United States. The camp consists of six cottages accommodating about 200 students, a six-room cottage for the camp directors and a dining and assembly hall. The buildings are equipped with electric lights and running water. The object of the camp is to afford recreation for the boys.

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PROJECTS THAT STUDENTS CHOOSE

Vocational agriculture students throughout North Carolina have chosen a number of different projects for the present year, according to Roy H. Thomas, State Supervisor of Vocational Agriculture.

W. H. Finley, instructor of the agriculture class of Mount Vernon, Rutherford County, says that his students' choices of projects are as follows: 21 cotton, 10 corn, 3 brood sows, 6 poultry, and 1 sweet potato. The vocational class at Union Mills, Rutherford County, also under the supervision of W. H. Finley, has chosen 5 projects in cotton, 3 in corn, 3 in wheat, 3 in orchards, 3 in beans, 3 in watermelons, 2 in tobacco, 1 in Irish potatoes, 4 in sweet potatoes, and 4 in poultry.

V. T. Cooper, teacher of the agriculture class at Swannanoa, Buncombe County, tells us that his students have chosen over 100 projects. Out of this class there are 10 projects in Irish potatoes, 14 in meat hogs, 5 in laying hens, 4 in truck crops, 1 in home beautification, 1 in raspberries, 4 in baby chicks, 1 in tomatoes, 2 in tobacco, 1 in honeybees, 1 in strawberries, and 2 in dairy cattle.

J. C. Brown, teacher of agriculture in Waynesville, Haywood County, is supervising a group project in growing Crotalaria. The class plans to make a succession of plantings to determine the best date and the length of growing seasons. In addition to the group project, the members of the class have chosen individual projects.

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FARMERS FORM CERTIFIED SEED ASSOCIATION

Forty-three farmers of the evening class in the Bain High School Community, Mecklenburg County, have recently organized The Mint Hill Certified Seed Association, an association which will endeavor to procure certified seed for the farmers in their vicinity during the coming years, it is learned from C. G. Lawrence, who is their teacher of agriculture. During the past year these farmers grew 358 acres of crops with certified seed.

The working plan of The Mint Hill Certified Seed Association is that a few of the members will secure a limited quantity of seed each year from a reliable breeder. These seed will be used to produce seed for planting. This plan will give the farmers the advantages of breeding improvements made each year at a low cost.

In order to create more interest in their program, the members of the association have planned a program of instruction and social activities. Evening classes are being held, and dates are being set for a community farm field day, a banquet, and a barbecue dinner.

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VOCATIONAL AGRICULTURE IN SOUTHERN STATES

In the Southern States in 1935 there were 1,837 departments of vocational agriculture, 1,744 teachers of agriculture with an enrollment of 140,398 students. Of those enrolled 64,950 were adult farmers who were members of evening classes, while the rest were farm boys in high school. In addition to this program for white schools, there were 516 Negro teachers of agriculture who taught 39,441 Negro students.

Southern teachers of vocational agriculture took an active part in the program of the various recovery programs: 4,173 teachers held 45,514 meetings with 372,257 in attendance. Eleven hundred and thirty-three teachers participated in A.A.A. program in 1935 by holding 14,841 meetings with 200,050 in attendance. In the rural rehabilitation program 768 teachers took part by giving information to 26,361 persons in 1,414 groups.

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FUTURE FARMERS OF AMERICA

Future Farmers of America is a National organization of students of vocational agriculture with a membership of 105,000 farm boys. Each state has a statewide organization which is a unit of the national organization. Future Farmers of Virginia, Young Tar Heel Farmers and Future Palmetto Farmers are the names of the state organizations in Virginia, North Carolina and South Carolina. In the South there is an organization for Negro farm boys called New Farmers of America.

The aim of the Future Farmers of America is to develop leadership, initiative, resourcefulness and a better knowledge and practice of farming on the part of the farm boys of the nation. The development of the boy is foremost and crops, livestock, machinery, etc., are merely tools or a means to an end of bringing about this development. This organization appeals to farm boys. In the first place, the boys have something to do. Each chapter plans and completes a definite program of work including such items as thrift, scholarship, cooperative buying and selling, recreation, public speaking, judging animals and crops, school grounds and home beautification, etc. Second, the clan and mystical idea has its appeal in that the organization has its ritual and ceremony.

Each chapter has three degrees. For example, the Young Tar Heel Farmers of North Carolina name their three degrees as follows: Green Hand, Farmer and Carolina Farmer.

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VOLUME 1 NUMBER 4

January, 1937

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

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STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

February 15, 1937

To Superintendents, Principals and Teachers:

Due to the fact that our mimeograph operator has been sick for several weeks this number of the BULLETIN is late in reaching you. We regret this very much, but under the circumstances we could not do better. We hope the February number can be mailed to you within a few days.

We appreciate very much the favorable response you have given to this means of sending you notes, announcements, and other information about the public schools. We believe, from the reception you have given it, that the BULLETIN fills a very definite need.

At this date the General Assembly has made very rapid progress in its work. As you have noticed from the daily papers the Finance and Appropriation Bills have passed the House, and it appears at this writing that they will be enacted into law as they are now written. The figure for public schools remains the same as was originally written into the Budget Appropriation Bill.

You will note that Senator Ingram has introduced a bill to pay teachers and principals in twelve equal monthly installments instead of eight as is now the case. I wish you would give me your reaction to this bill. Do you favor it?

We shall give you more information about educational matters before the General Assembly in the February number of this publication.

Very truly yours,

Clyde A. Erwin
State Superintendent Public Instruction

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PUBLIC SCHOOL BULLETIN

Volume I January, 1937 Number 4

* * * * *

"I am definitely in favor of retrieving our lost ground, continuing the process of restoration of salaries of teachers to the former level, and increasing the facilities of our public school system, including the encouragement of public libraries in every county, until adequate opportunities shall be provided for childhood." - Clyde R. Hoey, Governor of North Carolina.

NOTES AND ANNOUNCEMENTS

Legislative and General

GOVERNOR HOEY'S INAUGURAL ADDRESS — The inaugural message of Governor Hoey indicated a masterful grasp of the duties of the high office to which he has been chosen. He not only showed a keen knowledge of the government which he expects to head for the next four years, but in his inaugural address he has charted a path of progress and improvement in the various branches of this government and the life of the State.

His stand on education is of especial interest to school people. A quotation from this section of his address is given above. Another equally as good is this: "North Carolina is too poor not to educate, and we must not fail to meet the situation adequately." If you have not done so, read the whole address. A copy may be secured from the Governor's Private Secretary, Robt. L. Thompson, Raleigh, N. C.

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THE GENERAL ASSEMBLY — The General Assembly of 1937, which opened its regular session on January 7, has gotten off to a good start. This early start was due partly to the organization perfected by the special session and which was carried forward to this regular session, and also to a determination of the members of this body to complete their work as soon as possible. It appears that this General Assembly means business. Hearings have already begun on the important finance and appropriation bills, and numerous bills both local and public have been introduced.

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COMMITTEES ON EDUCATION — Lieutenant-Governor Horton appointed the following as the Senate Committee on Education: Senator Noell (Person), Chairman, and Senators: Hughes, Rodman, Gay, Eagles, Webb, Johnson, Clark (Elizabethtown), Ballentine, Hill, Stacy, Taylor, McDaniel, Sparger, Blackwelder, Joyner, Greer, Hutchins, Johnston and McKee.

Speaker of the House Gregg Cherry made the following appointments on the House Education Committee: Mr. Horton (Martin), Chairman, and Messrs. Zickler, Thomas (Anson), Hash, Blount, Sentelle, Craig, Flowers, Siler, McBryde, Quinn, Barker, Wilson, Rasberry, Caffey, Leggett, Thomas (Harnett), Rouse, Blankenship, Howell, Howard, Warren, Moore, Stone, Uzzell, Withrow, Scott, Jones, Peace, Mitchell, Stell, Barnes, Haynes and Mrs. Hutchins.

EDUCATIONAL BILLS INTRODUCED

Up to the present time seven public bills on education have been introduced. These bills are:

SB7. To Promote Safety in the Transportation of the School Children of North Carolina. (Requires that drivers of school busses furnish certificates of competency from Highway Patrol, be twenty-five years of age, and have five years of driving experience; that busses be equipped with safety glass, and 35m per hr. speed limit governors; and provides that the operation of a school bus in excess of 35 m. per hr. be punishable by $50 or 30 days. Effective July 1, 1937). Introduced by Pittman and sent to Committee on Education.

HB48. To Provide Free Basal Textbooks to the Elementary School Children of the State, and to Continue the Rental System for High School Books and Supplementary Readers. (Self-explanatory). Introduced by Messrs. Price, Horton and Vogler and sent to Committee on Education.

HB50. To Provide for the Unification of the Administration of the Public Schools of the State and to Make the Superintendent of Public Instruction the Responsible Head of the State's Public School System and Executive Secretary of the State School Commission. (Self-explanatory). Introduced by Moore and sent to the Committee on Education.

SB45. To Provide for the Payment of the Salaries of Teachers and Principals in Twelve Equal Monthly Installments. (Self-explanatory). Introduced by Ingram and sent to Committee on Education.

SB48. Joint Resolution Providing for the Observance and Commemoration of the One Hundredth Anniversary of the Passing of a Resolution Directing that "A Plan for Common Schools, Suited to the Conditions and Resources of the State Be Prepared and Reported to the next General Assembly". Introduced by Johnston of Buncombe, passed three readings and sent to House.

HB79. To Make Appropriations for the Maintenance of the State's Departments, Bureaus, Institutions, and Agencies, and for Other Purposes, and to Make Funds Available Immediately for the Purchase of Replacement School Busses. (The sum of $600,000 is appropriated now in lieu of the amount set up in the Appropriation Bill for 1937-38). Introduced by Ward, Bryant, Horton, Wilson of Forsyth, Gass and Thornton. Enacted into law.

HB100. Providing Sick Leave for the Public School Teachers. (Provides that such leaves not exceed 10 days annually, under the same rules and regulations as other State employees). Introduced by Patton, Cooper of New Hanover, and Kimzey. Sent to Committee on Education.

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THE PROJECTOR

We have just received a copy of THE PROJECTOR, Vol. I, No. 1, monthly publication of the North Carolina WPA Education Program sponsored by this Department. It is the purpose of this bulletin, according to W. H. Jones, Assistant to the Director of the WPA Education Program, to gather information and ideas, bring them to focus, and project them for wider use.

We wish to commend the Education Program in the decision to issue THE PROJECTOR, for we know it will serve a very useful purpose in disseminating material pertinent to the program.

TWO-YEAR COMPARISON ON EDUCATION

Two years ago the Budget Appropriation Act carried an appropriation of $18,500,000 for public schools for each of the two years. This amount, as all of you know, was raised to $20,031,000 for the first year and $20,900,000 for the second year of the biennium. Actually there was spent during this first year the total sum of $20,155,735.69 and for the current year it is estimated that an amount totaling $21,200,000 will have been spent by June 30, 1937, the end of the fiscal year. The first year's figure, as carried in the appropriation bill as the recommendation of the Budget Commission, represents an increase of $4,240,631 over the expenditure for the first year of the preceding biennium, and the second figure indicates an estimated increase of $3,786,160 over the second year. These figures are intended to raise the salaries of all teachers and other school employees ten per cent over present salaries. On this basis a teacher who now holds a Class A certificate with eight years of experience would receive $123.75 per month for eight months instead of $112.50, the salary she now receives.

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SUPERINTENDENT ERWIN'S PROGRAM

Superintendent Erwin is working with the various legislative committees and with individual members of the General Assembly in an effort to secure adequate funds for operating the schools on a higher standard than they are at present run on. He has based his argument for more funds on the following ten-point program:

1. Restoration of salaries.
2. Expansion of the curriculum, including vocational education, music and art.
3. Some provision for a more adequate opportunity for exceptional children.
4. Provision for supplementation extended to large rural districts.
5. Provision for free basal textbooks in the elementary grades.
6. Provision for the addition of a twelfth grade supported by the State.
7. More adequate provision for transportation facilities, including the replacement of all worn-out and mechanically unfit busses.
8. Provision for the enforcement of the compulsory attendance law.
9. The strengthening of the qualifications of a superintendent of schools.
10. Provision for funds from which counties may secure small loans to meet their urgent building needs.

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NORTH CAROLINA HISTORY

In the December number of this BULLETIN, a table giving the number of pupils pursuing the different subjects in public high schools for 1935-36 was presented. This table showed that 150 pupils took North Carolina History. Some of the daily newspapers carried a story to the effect that only 150 pupils in all public schools were studying this important subject.

This note is simply to state that the table presented gave statistics for high schools and did not include the enrollments in the elementary schools (grades 1-7). North Carolina History is a subject required to be taught in the sixth grade. The textbook "A Young People's History of North Carolina" by Hill is used. Last year, 1935-36, there were 59,908 white children and 20,920 colored children enrolled in this grade for the State as a whole.

APPROPRIATION BILL — The Advisory Budget Commission's Appropriation Bill was introduced in both the Senate and House and sent to the Committee on Appropriations, where hearings are now being held. This bill if enacted into law as now written would fix appropriations as follows:

	1937-38	1938-39
Legislative	$ ---	$ 200,000
Judicial	372,225	372,225
Executive and Administrative	1,974,541	1,956,475
Educational Institutions	2,415,687	2,383,854
Charitable and Correctional Institutions	2,071,554	1,947,792
State Aid and Obligations	391,222	391,222
Pensions	587,160	595,720
Emergency	500,000	500,000
Public Schools	24,396,367	24,986,160
General Fund Debt Service	4,222,700	4,421,240
Agriculture	338,211	338,211
Highway Administration, Motor Vehicle Bureau and Highway Patrol	1,050,317	1,004,342
State and County Highway Maintenance, Construction and Betterments	14,650,000	14,650,000
Maintenance City Streets	500,000	500,000
Highway Debt Service	9,851,992	9,110,539
Totals	$ 63,294,976	$ 63,357,780

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STAFF CHANGE — This note is to advise that Miss Marie McIver has succeeded Mrs. Pearl L. Byrd as State Supervisor of Colored Elementary Schools. For many years Miss McIver was Jeanes Supervisor in Halifax County, North Carolina, was Supervisor of Emergency Education, and more lately was connected with the Teacher-Training Department of Fort Valley State Normal School in Georgia. She also taught after her graduation in the Practice School in Hampton Institute, where she was eminently successful. From time to time Miss McIver will be visiting the colored schools and conferring with superintendents, principals, Jeanes teachers and others.

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HIGH LIGHTS OF 1936 — The National Honorary Beta Club has chosen for its Chapter Program for January, 1937, a program entitled "High Lights of 1936". The following nine events were picked by the Club as the most important world happenings during the year:

1. The Re-election of Roosevelt.
2. The Death of King George V of England and the Elevation and Abdication of Edward VIII.
3. The Conquest of Ethiopia by Italy.
4. The Spanish Civil War.
5. The Consummation of a Peace Alliance Among Western Nations.
6. The End of the Depression.
7. Great Development of Transportation - Railroads, Aeroplanes, Automobiles.
8. The Rearmament and Emergence of Germany as a Leading Nation.
9. Alliances Between France and Russia, and Between Japan and Germany.

BAR ASSOCIATION ESSAY CONTEST

The American Bar Association has announced a Patriotic Essay Contest open to those under-graduate students who are regularly registered in the teachers' colleges and normal schools throughout the United States. Since all institutions of higher learning in this State provide instruction for prospective teachers, Mr. R. O. Everett, Durham, N. C., Chairman of the American Citizenship Committee for North Carolina, has stated that students enrolled in all these institutions are eligible to enter the contest.

The subject "How and to What Extent are the Rights and Liberties of the Individual Protected Under the Constitution of the United States?" is to be the title of the essay. Each essay is not to exceed four thousand words in length, not counting citations but including footnotes.

The Association is offering $1,000.00 in cash prizes to the writers of the four best essays in the Nation. The writer of the essay awarded first place shall receive $400.00; second place, $300.00; third place, $200.00; and fourth place, $100.00.

Any eligible student who wishes to submit an essay should write to: Executive Secretary, American Bar Association, 1140 N. Dearborn Street, Chicago, Ill., to obtain a number, with instructions as to its use in submitting the essay. No essay will be considered for a prize unless it has been received by the Executive Secretary on or before April 1, 1937.

State Prizes

Mr. R. O. Everett, Chairman of the American Citizenship Committee of the State Bar Association, has announced that the Greensboro Bar Association will give a cash prize of $50.00 and the American Citizenship Committee a second prize of $40.00 to the two students submitting the first and second best essays, respectively, from North Carolina. The winners of these two State prizes will participate in the National Contest.

Additional information may be secured from the Executive Secretary, American Bar Association, 1140 N. Dearborn Street, Chicago, Ill.

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MORE SCHOOL PAPERS

After our announcement in the December number of this publication giving the names of school papers issued throughout the State, copies of the following other papers were received:

GRANTHAM CHATTER, Goldsboro, Route One
THE ALEXANDRIAN, Taylorsville
SCHOOL NEWS, Warrenton
THE HAWKINS BULLETIN (Colored), Warrenton
THE HAWKINS HERALD (Colored), Warrenton
MONTHLY NEWS (Colored), Rockingham
PARENTS' BULLETIN, Morven
GREEN HOPE GAZETTE, Wake County
THE SANDSPUR, Maxton
THE HI-ROCKET, Durham

We wish to thank those responsible for sending us copies of their papers. As stated before we believe a school paper even in mimeographed form provides a fine means of expression to the boys and girls enrolled in our public schools. A project of this kind can be carried on at very little expense, and the benefits received are many.

WHERE TO GET PRINTED FORMS

There seems to be some confusion among some principals and superintendents as to where certain printed material used in the schools may be secured. As a general rule teachers and principals should secure their necessary supplies from the superintendent. In case the superintendent does not have a supply of the form desired he should order a new supply sufficient for the needs of all the schools in his administrative unit, from the source from which the original supply was obtained. This policy will not only save time, but it will also save transportation charges in that bulk quantities cost less than many small shipments.

The following items should be requested by superintendents from the respective sources listed opposite each item:

Form	Source	Price
Account Form, A1, etc.	State Dept. Public Instruction	Free
Annual Statistical Reports	" " " "	"
Annual Financial Reports	" " " "	"
Health Certificates	" " " "	"
Notice of Absence	" * " "	"
Operating Budget Forms	" " " "	"
Payroll Forms	" " " "	"
Principal's Monthly Reports	" " " "	"
Principal's Final Reports	" " " "	"
Record Envelopes	" " " "	$4.00 per M
Registers	" " " "	.06 each
Teacher's Contracts	" " " "	Free
Vouchers - County Funds	" " " "	.40 per pad
Vouchers - District Funds	" " " "	.40 per pad
Weekly Report Unlawful Absence	" " " "	Free
Bus Driver's Reports	State School Commission	"
Form 503	" " "	"
Office Expense Blanks	" " "	"
Requisition-Purchase Order	" " "	"
Travel Expense Blanks	" " "	"
Voucher Register	" " "	"
Vouchers - State Funds	" " "	"
Pupil's Report Cards	N.C. School for Deaf, Morganton	1.00 per C
	Each additional 100	.50 per C
	For 1,000	5.00 per M
	From 2,000 to 4,000	4.50 per M
	5,000 or more	4.00 per M
	Name of school printed	1.50 per order

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JANUARY SCHOOL FACTS

The January number of STATE SCHOOL FACTS is devoted to a brief semi-history of the school term in North Carolina. Three significant tables are presented: (1) A table showing the average length of school term from 1900-01 to 1935-36 for the State as a whole; (2) a table giving the enrollment in schools having terms of eight months or more and less than eight months for recent years; and (3) a table making a comparison in average term and percentage of pupils in eight months term schools or longer during 1929-30 and 1935-36 for the administrative units.

These tables indicate very clearly the progress that has been made with respect to the length of school term in our public schools. With only a few weeks duration at the beginning of the establishment of the public school system, the school term has come through a period representing the struggle and efforts of a people desiring the best in education for their children until now the average term is eight months, and many units have voted upon themselves a supplementary tax to extend this childhood opportunity to nine months. Our new Governor said in his inaugural address, "I look forward confidently to the time when North Carolina will provide a uniform nine-months term for the whole State."

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AVERAGE TERM IN THE STATES

The latest figures showing the average school term in the several states are for the school year 1933-34. These average terms in days for both white and colored schools together with the increase or decrease over the year 1929-30 are as follows:

State	Average Term 1933-34	Increase Over 1929-30	Decrease Over 1929-30	State	Av. Term 1933-34	Increase Over 1929-30	Increase Over 1929-30
Alabama	151.6	1.6	---	Nebraska	178.7	3.5	---
Arizona	167.3	---	7.8	Nevada	174.6	---	4.3
Arkansas	143.8	---	5.6	New Hampshire	177.3	---	1.7
California	177.5	---	.8	New Jersey	187.1	---	1.3
Colorado	179.9	---	.1	New Mexico	172.9	.7	---
Connecticut	182.0	---	1.7	New York	185.4	---	2.1
Delaware	183.6	.6	---	N. Carolina	159.3	5.0	---
Florida	163.5	9.1	---	North Dakota	180.6	14.9	---
Georgia	136.0	---	12.0	Ohio	173.2	---	6.0
Idaho	163.9	1.8	---	Oklahoma	171.0	---	2.3
Illinois	178.9	---	9.5	Oregon	170.8	---	12.1
Indiana	171.2	---	2.2	Pennsylvania	180.8	---	.4
Iowa	176.1	.2	---	Rhode Island	183.4	8.1	---
Kansas	165.7	---	4.1	S. Carolina	146.7	---	.3
Kentucky	152.6	---	12.4	South Dakota	171.1	---	7.4
Louisiana	158.4	7.4	---	Tennessee	163.3	.1	---
Maine	175.9	---	3.1	Texas	163.0	17.0	---
Maryland	186.5	.4	---	Utah	171.5	---	1.0
Massachusetts	180.3	---	3.0	Vermont	171.4	---	.7
Michigan	175.4	---	10.2	Virginia	170.5	6.4	---
Minnesota	177.4	---	2.7	Washington	180.9	1.5	---
Mississippi	132.5	---	.9	W. Virginia	174.4	8.7	---
Missouri	174.9	---	5.6	Wisconsin	177.7	---	1.5
Montana	181.8	8.3	---	Wyoming	177.0	15.7	---
				U. S. Average	171.6	---	1.1

As this table shows the average term in North Carolina schools was increased by five days from 1929-30 to 1933-34. The State of Texas ranks first in term increase, whereas Kentucky schools stands first in term decrease. In the Nation as a whole the average term was decreased 1.1 days

DO YOU READ CLOSELY

In the December number of the BULLETIN there also appeared a list of the administrative units that have so far carried elections for levying supplementary taxes, and the rate levied for current expense for 1936-37. One superintendent wrote in to state that these figures were being read in some places as the rates voted, and suggested that the table be given with both rates. Since there were one or two errors in the rates given, the table is being repeated with both rates:

Voted 1933	Rate Voted	Levied 1936-37
Durham	.20	.20
Southern Pines	.30	.27
Roanoke Rapids	.50	.48
North Wilkesboro	.20	.10
Rocky Mount	.30	.208
Lenoir	.25	.25
Chapel Hill	.205	.205
Voted 1925		
Charlotte	.25	.25
Winston-Salem	.20	.1506
Morganton	.12	.12
Asheville	.25	.25
Greenville	.15	.15

Voted 1936	Rate Voted	Levied 1936-37
Albemarle	.15	.12
Concord	.10	.10
Enfield	.10	.10
Fayetteville	.15	.15
Gastonia	.10	.10
Greensboro	.15	.15
Goldsboro	.15	.15
Hamlet	.25	.20
High Point	.16	.16
Lumberton	.15	.15
Monroe	.15	.15
Mount Airy	.15	.15
New Hanover	.20	.18
Raleigh	.25	*
Reidsville	.10	.10
Rockingham	.25	**
Salisbury	.10	.10
Tarboro	.10	**

*No levy on account of court contest.
**Levy to be made in 1937-38.

In addition to these units which voted a supplementary tax, the Kannapolis administrative unit operates a ninth month the cost of which is donated.

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ADDITIONAL SUPPLEMENTARY READING BOOKS ADOPTED

At the meeting of the State Board of Education held December 16, 1936, two additional supplementary reading books were adopted. These two books should be added to those adopted by the Board on June 29, 1936, a list of which may be secured from this office. The two new books and the State retail prices are:

Fourth Grade: The Laidlaw Readers, Book IV, Laidlaw Bros. - .69
Sixth Grade: Starbuck and Others, Real Persons, World Book Company - - - - - - - - - - - .83

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THREE VIRTUES

In an address at Cambridge, Mass., Prof. Harold C. Brown of Stanford University told members of the American Philosophical Society that mankind lacked three virtues essential to the survival of modern society. The virtues: (1) a disposition to speak the truth; (2) conscientiousness in fulfilling agreements; and (3) a regard for the welfare of others.

EDUCATION IN THE NATION

John W. Studebaker, United States Commissioner of Education, made the following statements in a report to Secretary of the Interior Ickes on the state of education throughout the country during 1936: (1) Fewer states were in need of Federal emergency funds to keep their schools in operation during the past year than during the two or three preceding years. School plants throughout the Nation were improved with assistance of the Public Works Administration. (2) Teachers' salaries in both rural and urban communities and expenditures for operation and maintenance of school plants also showed increase. (3) Kindergartens, schools and classes for handicapped children, night schools, art, music, home economics, physical education, curtailed or eliminated in many school systems during early years of the depression, are being gradually restored. (4) Enrollments in the lower grades of the elementary schools have been decreasing due to the falling birth rate, while high school enrollments have been increasing. (5) The number of pupils who came back to high school as post-graduates, and the number enrolling in junior colleges was greatly increased. (6) Special interest in young boys and girls out of school was developed through the Civilian Conservation Corps and the National Youth Administration. (7) Report cards are being reorganized to inform parents of new school objectives and to enlist fuller cooperation for home guidance as an aid in attaining newer educational goals. (8) Use of tests in the classroom or guidance situation is becoming better defined and understood. (9) Educators and parents are recognizing the value of pre-schools and adult education. (10) The most outstanding feature of new school finance plans in many states is provision for a relatively larger amount of funds for thepublic schools from State-wide sources than had been provided previously.

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ELLERBE PUBLIC SCHOOL

The Ellerbe public school under the principalship of Richard F. Little is to be commended for the fine program which it is offering to the boys and girls of that community. Carl Goerch, in his weekly paper THE STATE for January 16, 1937, gave a most interesting article about this school and the work that is being carried on. Every school principal and superintendent should read this article. It represents a type of program that should be presented in more of our public high schools.

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NEW ORLEANS MEETING

The sixty-seventh annual convention of the Department of Superintendence will be held in New Orleans beginning February 21, 1937. Several of North Carolina's school administrators are planning to attend. The tentative announcement indicates a program of interest and importance to the profession.

A number of organizations meet annually just ahead of the Department of Superintendence. Activities in connection with the New Orleans Convention will open on Wednesday, February 17, with a joint luncheon of the National Association of Deans of Women, the National Vocational Guidance Association, and allied groups, whose sessions will continue until Saturday. Other organizations with early meetings are the National Council of Education, the Department of Secondary School Principals, the American Association of Teachers Colleges, and the National Association of Principals of Schools for Girls.

SOUTHEASTERN ARTS ASSOCIATION MEETS

The Southeastern Arts Association will meet in Raleigh April 8-9-10, 1937 with headquarters in Hotel Sir Walter. Meetings will be held in Hotel Sir Walter, Hotel Carolina, the Raleigh Art Center and possibly the Municipal Auditorium. There will be commercial and educational exhibits from art supply companies, schools, colleges and studios.

"Specialists in the Arts are being secured for a splendid program," says the president, Mrs. Belle McIntosh Davis, director of art in the city schools, Birmingham, Alabama. She has appointed as the general convention chairman, Miss Nancy O. Devers of the State Department of Public Instruction, Raleigh, N. C. Art teachers and others interested in art are urged to take part in the convention. Provision is being made for student membership and student participation. Inquiries and membership fees should be directed to local membership chairman, Miss Frances Lacy, supervisor city schools, Raleigh, N. C. Those interested in commercial exhibits should write or see Secretary-Treasurer, Miss May Kluttz, Hoke Smith Junior High School, Atlanta, Ga. Local chairman of the publicity committee, Mr. Thompson Greenwood, Broughton High School, Raleigh, N. C., says that The Southeastern Arts Association is destined for a great convention in Raleigh. He urges early hotel reservations for all who expect to attend.

States included in this Association are: Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee and Virginia.

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DECEMBER WPA EDUCATION PROGRAM

The December report of the WPA Education Program sponsored by the State Department of Public Instruction indicates that there were 688 teachers and 11 supervisors employed, and that there were 3,049 classes, centers or units with 22,312 different individuals enrolled. The following table shows the distribution by type of education given:

Type of Education	Number of Teachers	Number of Supervisors	Number of Classes*	Number of Enrollees
1. General Adult Education (including clerical workers)	280	1	875	7,389
2. Parent Education	11	---	66	708
3. Vocational Training	26	---	193	1,566
4. Workers Education	2	---	4	54
5. Literacy Education	312	---	1,889	11,768
6. Freshman Colleges	---	---	---	---
7. Correspondence Study Centers	1	---	5	32
8. Nursery Schools	51	1	17	795
9. Other Education Projects	---	---	---	---
10. Unclassified	5	9	---	---
11. Totals	688	11	3,049	22,312

*For Freshman Colleges and Correspondence Study Centers, the number of "Centers" is used; for Nursery Schools, the number of "Units" is given.

DRAMATIC ART

North Carolina schools along with other progressive schools are fast recognizing the importance of dramatics as fundamental in education. Drmatic courses or special clubs are used as a means of developing dramatic art, especially in the high schools. Approximately 300 teachers or principals have requested assistance this year from the Division of Instructional Service along with that of the Bureau of Community Drama in Chapel Hill as to plans, materials, and procedures. Additional inquiries may be directed to Nancy O. Devers, Raleigh, N. C., or John Parker, Chapel Hill, N. C.

The North Carolina Centennial Celebration, March 23, 1937, offers an exceptional challenge in this field. Our history and English courses, as well as many other school activities, also provide an unending challenge.

The following extracts from letters indicate the interest in this subject: (1) "We are interested in dramatics and want assistance so we can put in a regular course." (2) "Arrangements under consideration for credit courses. Do you have information to supplement outline in new State Course of Study?" (3) "We are taking ----- magazine for dramatic students. Can you suggest a better one?" (4) "We want all the help we can get." (5) "One class in dramatics, one dramatic club. How can teachers enroll for correspondence courses in teaching high school dramatics?" (6) "We have an activity period and need some aid in dramatics."

An effort is being made to answer these and all other inquiries through general letters, bulletins, and special articles.

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NORTH WILKESBORO PROFESSIONAL MEETINGS

A letter dated January 8, 1937 from Superintendent W. D. Halfacre, North Wilkesboro, gives a very interesting program of professional meetings, as follows:

"The high school group is engaged in a series of eight meetings using as a text "Progressive Methods of Teaching in Secondary Schools" by Bossing. Each of the eight high school teachers will lead a discussion on a selected part of this book. The fifth meeting of the series will be held next week.

"The grammar grade teachers have just completed a series of eight professional meetings on the Outline Course of Study. Each teacher in the department was assigned a subject and led the discussion. The meetings were very beneficial to the teachers.

"The primary teachers held several professional meetings and used as the text the "Outline Course of Study of North Carolina." The teachers in turn led the discussions. Each teacher of the department studied the assigned part of the text and contributed to the discussion that followed each leader's presentation. Especial emphasis was placed on Language Arts.

"In addition to the above mentioned meetings a monthly meeting of a professional nature is held with all of the teachers. The superintendent leads the discussion at such meetings. At our meetings thus far we have discussed (1) professional attitude of a teacher, (2) discipline, (3) social welfare, (4) the Harrison-Fletcher Bill and the Social Security Act. I have planned four additional meetings of this type with the entire group of teachers.

SEVENTH GRADE EXAMINATION

The Seventh Grade Examination will be given in the schools of each city and county administrative unit three weeks before the date for the close of schools in that unit. If the schools of both city and county units, as for example, the schools of Wake County and the Raleigh Administrative Units, close at the same time the city and county superintendents of these units may agree to hold the examination on the same date.

There are some objections in allowing the examination to be given at different times, or on different dates, in the 169 city and county administrative units in the State. However, there are certain advantages and superintendents are urged to see that the examination is given properly, all rules and regulations being followed faithfully.

Principals and teachers are urged to take advantage of this opportunity to give the test, and to use the results in every possible way in the schools.

Within three weeks after the close of schools, the information or test results called for on forms which will be submitted prior to the examination and which may be kept in mind in tabulating results, should be forwarded to J. Henry Highsmith, Raleigh, N. C.

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MUSIC APPRECIATION COURSE

There has been a general increase in information about music, composers, instruments, appropriateness of instruments, mood, type of composition, and musical literature in the grades, during recent years. In order to make some of this information available and to suggest means of stimulating and developing music appreciation in the schools, the State Department of Public Instruction through its Division of Instructional Service has distributed to all the high schools of the State, "A Music Appreciation Course."

This bulletin, written by Miss Grace Van Dyke More of the Woman's College, U.N.C., Greensboro, was prepared to meet the needs in grades 1-5 and is supplementary to the Handbook of Information on Music Appreciation for grades six and seven and annually revised and sent out by this office.

"By following the course outlined here as a guide," stated Miss Hattie Parrott who sponsored the bulletin for the Department, "the classroom teacher, or special music teacher, can gradually develop in her pupils a permanent interest in music and a progressive continuous advancement in music education. The music appreciation hour in our schools is a delightful and helpful experience."

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BULLETIN ON EVALUATION OF SETS OF BOOKS FOR SCHOOL LIBRARIES

The Division of Instructional Service has also issued a bulletin on Evaluation of Sets of Books for School Libraries. This bulletin, comprising six mimeographed pages, is a very complete list of brief annotations for sets of books. Each title is also given a critical estimate on the basis of its fitness for use in the school libraries, and in meeting the requirements for standardization of the school.

CITY PRINCIPALS TO MEET

Principals of 75 city high schools in the State have been invited to attend a Conference of the recently organized City High School Principals' Association to be held at Chapel Hill, Friday, February 5.

Prof. Guy B. Phillips of the University Department of Education is in charge of arrangements.

It will be an all-day session beginning at 10 o'clock and ending at 5 that afternoon. The Carolina Inn and Peabody Hall will be headquarters.

Topics to be discussed include vocational guidance, visual education, examinations, administration of discipline, and supervised study.

A. P. Routh of Greensboro heads the organization of principals. P. A. Reid of Roanoke Rapids is vice-president and Frank Ashley of Gastonia is secretary.

The district leaders who have been named are T. T. Hamilton, Wilmington; I. E. Ready, Rocky Mount; Henry Shaw, Raleigh; E. O. Randolph, Morganton; C. V. Briggs, Reidsville; Frank Ashley, Gastonia.

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GIRLS BASKETBALL

Physical Education directors, teachers and officials of the North Carolina High School Girls Athletic Association are interested in safeguarding the physical and social health of the adolescent girl who goes in for basketball. Miss Christine White, State Chairman of the North Carolina Basketball Rating Committee, has arranged for a series of "Interpretation and Examination" meetings. For girls' programs duly qualified women coaches, referees, and chaperones are urged. Anyone wishing to attend an interpretation meeting may secure time and place from the following chairmen:

Miss Augusta Barnett, 171 Charlotte St., Asheville
Mrs. Elizabeth C. Bookhart, College Station, Durham

Approved Officials

The following is a list of approved basketball officials for 1936-1937:

National

Miss Augusta Barnett, Asheville
Mrs. Vivian Chatneuff, "
Miss Margaret Moore, Senior High School Charlotte
Mrs. Frances C. Owen, 5 Veleda Mansions, Charlotte
Mrs. Elizabeth C. Bookhout, Duke University, Durham
Miss Julia Grout, Duke Univ. Durham
Miss Modena Lewis, Duke Univ. Durham
Miss Margaret Morris, Duke Univ. Durham
Miss Alma Wyche, Duke Univ. Durham
Miss Mary Elizabeth Partridge, 918 N. Mangum St., Durham
Miss Dorothy Davis, W.C.U.N.C., Greensboro
Miss Ethel Martus, W.C.U.N.C., Greensboro
Miss Hope Tisdale, " "
Miss Christine White " "
Miss Evelyn Hart, Greenville
Miss Barbara Tash, St. Mary's Raleigh
Mrs. E. L. Foil, 506 Maupin Avenue, Salisbury
Miss Maxine Allen, Seaboard
Miss Aline Tood, Southern Pines
Miss Elsie Haddock, A.C.C., Wilson
Miss Charlotte Hill " "
Miss Margaret Weeks, H. S., Wilson
Miss Minnie Atkinson, Salem College, Winston-Salem
Miss Aldace Fitzwater, W.C.U.N.C., Greensboro

North Carolina

Miss Cordelia Henderson, Queens-Chicora, Charlotte
Miss Ellen Sherwood, Y.W.C.A.Charlotte
Miss Laura Barkley, Charlotte
Miss Georgia Brewer, Conway
Miss Ione Smith, Wellons Apt.Charlotte
Miss Mary Horney, City Schs., Durham
Miss Katharine Miller, 918 N. Mangum Durham
Miss Edith Vail, Woman's College, Greensboro
Miss Mary Langston, H.S., Goldsboro
Miss Lucille Norton, E.C.T.C., Greenville
Miss Nell Stallings, Sr. High School High Point
Miss Mary Brewer, Hookerton
Miss Margaret Franks, Kannapolis
Miss Sophie Hobgood, Kinston
Miss Novice Kirven, Jackson
Miss Ruth Camp, Maiden
Miss Fannie Stokes, Norwood
Miss Pat Abernethy, 110 E. Jones St.
Miss Betsy Parker, 126 N. McDowell
Miss Catharine Denlon, 1916 Sunset Dr. (all Raleigh)
Miss Lucy Mayfield, Roanoke Rapids
Miss Lolita Cox, High School Salisbury
Mrs. Jas. Darsie, 610 W. Marion St., Shelby
Mr. A. D. Early, Stokesdale
Miss Delsie Turner, A.C.C., Wilson
Miss Ruth Carter, 437 Miller, Winston-Salem
Miss Christiana McFadyen, Zebulon
Miss Mavis Mitchell, H. S., Kinston
Miss Sarah Loftin, RFD, % Felix Loftin, Kinston
Miss Eugenia Lanier, Lewisville
Mr. W. A. Shelton, Mt. Airy

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REGIONAL CONFERENCES

Considerable interest has been manifested in the Regional Conferences held in the State in cooperation with the Division of Instructional Service of the State Department of Public Instruction. Such conferences have been held in all sections of the State as a means of assisting in the interpretation and use of the new curriculum report, A Study of Curriculum Problems - Practices and Suggestions (Publication 189). Especial assistance has been given by Miss Nancy O. Devers, Miss Juanita McDougald and Miss Hattie S. Parrott in the sections of the State with which each does intensive work. Added stimulation and improvement in teaching is resulting from the study of pupil needs and teacher difficulties in the various subject fields about which the conferences have centered. Music, Art, Character Education, Language Arts, Geography, and Reading are among the subjects which have been used in these one day conferences.

The local superintendent, principals and teachers have been most cooperative in planning and sponsoring the work for observation, demonstration and consultation in the various subject fields.

Conferences which were scheduled in cooperation with Miss Devers for the first term of this school year have been completed. She states that "Each regional conference has brought together representatives from the various schools of some five or six counties for cooperation, inspiration and guidance along certain definite lines. Special attention has been given to (1) the installation of the new State Course of Study, (2) major needs in teachers and child development, (3) an evaluation of aims, procedures, and outcomes in education. The Conferences on character education emphasized educational philosophy, the setting up of educational goals, home and school relationship in youth guidance, the possible contributions of community adult organizations to youth guidance, the place of the library, and profitable uses of leisure time. Corresponding approaches were made to the study of the Language Arts."

Recent conferences sponsored by Miss McDougald have centered about Functional Language Arts. Regarding them, she says "The prime purpose of the Regional Conference on Functional Language Arts, as expressed in the letter issuing the invitation to participate, is to afford an opportunity for the directed study by teachers of teachers and children at work. The observation is intended in the main to help teachers think through the answers to these three fundamental questions:

1. Why do children read, write, and speak, and in what forms are these activities most functional?

2. How can children learn to live successfully and helpfully as individuals and as a group?

3. How well do the teacher and program of activities serve these purposes?"

Miss Parrott is carrying on a series of conferences on Reading during January and February. The program in each place follows the same general lines. Her invitation states "To make the discussions most worthwhile each teacher is requested to bring in writing: (1) a list of difficulties her pupils have in learning to read, (2) a statement of major problems that she has met in teaching children to read intelligently, (3) a list of detailed troubles that she has encountered in teaching children to read. Do not fail to prepare this outline for discussion, make two copies, and present one copy at the registration desk when you arrive at the conference. We hope to help you solve your own individual problems and answer your questions if you will make the preparation suggested."

Each conference includes discussion of Reading problems, a demonstration with children and a report on Materials and Methods of Reading in a practical program. Conferences are scheduled as follows:

January 16	Goldsboro
January 23	Rocky Mount
January 30	Wilmington
February 6	Elizabeth City
February 13	Greenville (E.C.T.C.)

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ANNUAL STATE SCHOOL ARTS DAY

(1) If you do not already have one, get a copy of the Manual for Conducting Special School Art Activities from the State Department of Public Instruction. Familiarize yourself with the rules and regulations for creative work and for appreciation.

(2) Interest the local superintendent, principal and teacher in the project. Stress the fact that art affects other courses as an enriching factor; (e.g. History, Geography, Language, etc.) and does not, therefore, necessarily call for additional time in schedule.

(3) Secure the services of one high school teacher and one elementary teacher in each school to sponsor the Appreciation and Creative Arts Activities in your school. See that they have the manual.

(4) Help the school to secure materials and equipment for art appreciation and creative work. Donate or borrow mounted prints, framed pictures, exhibits, etc. (See the manual and new State Course of Study)

(5) In February hold your local School Arts Day and choose contestants to represent each group below in the District Contests to be held the first week in March at the place designated by the District Art Chairman:

a. One contestant for Elementary School Contest in Appreciation
b. One contestant for High School Contest in Appreciation
c. Original entries for all items listed in bulletin Centennial Celebration, Contest and Awards, available from R. M. Grumman, U.N.C., Chapel Hill, N. C.

(6) Arrange for local prizes if you wish. Instead of the prizes you may wish to issue a certificate showing that the child has taken and completed the course, or award ribbons for degrees of excellence.

(7) Each district should send a representative each for the city elementary, city high, rural elementary, and rural high to Annual State School Arts Day held in Raleigh on SATURDAY, MAY 1, 1937. For details see 1936-37 Manual, or write Miss Juanita McDougald, State Department of Public Instruction, Raleigh, N. C.

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NATIONAL SOCIAL HYGIENE DAY

Wednesday, February 3, 1937 has been designated as National Social Hygiene Day to encourage public support to our medical and health authorities "to stamp out syphilis". Those planning to cooperate will find the following materials helpful: The Social Hygiene Day Kit (a pamphlet with plans and available helps) free from the American Social Hygiene Association, 50 West Fiftieth Street, New York. For All Our Sakes, an educational film is available for $25 from Marley R. Sherris, Associates, Room 922, 50 West Fiftieth Street, New York. Addresses of Surgion - General Thomas Parron and Dr. Ray Lyman Wilbur. Phonograph record. Temporary loan for transportation expense; permanent ownership for $2 from the American Social Hygiene Association.

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GARDEN SCHOOL MEETS CHAPEL HILL MARCH 13

Mrs. Ellen Eddy Shaw, Curator of Elementary Education for the Brooklyn Botanic Garden and nationally known expert on nature study and children's gardens, is the main speaker for the morning session, Saturday, March 13, of the State Garden School held at the University, Chapel Hill. Mrs. Fae Huttenlocher, Director of Junior Garden Clubs of America of Des Moines, and Miss Juanita McDougald, member of the National Advisory Board of Junior Garden Clubs, are other speakers. For years State leaders in elementary education have hoped to bring Mrs. Shaw and Mrs. Huttenlocher to North Carolina. Teachers are urged to take advantage of this opportunity to hear these charming, stimulating leaders discuss their work with children.

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CITIZENSHIP RADIO BROADCASTS

Arrangements have been made for school radio broadcast over WPTF, Raleigh, in connection with Citizenship on "Know Your State Officials and Governmental Bureau" for the months of February and March from 2:45 to 3:00 P.M. each afternoon during the first four days of each week. Interested superintendents and principals should write for details to Dr. J. Henry Highsmith, Director, Division of Instructional Service.

Vocational Education

MASTER TEACHER VOCATIONAL AGRICULTURE

C. E. Morrison, teacher of vocational agriculture in the Rowland High School, Robeson County, has been declared the Master Teacher of Vocational Agriculture of the State. This honor, won by Morrison for having carried on the most outstanding program of teaching vocational agriculture the past year, entitles him to enter the Southern Master Teacher of Vocational Agriculture Contest in competition with the winners from twelve Southern States.

Morrison, a native of Cleveland County, is a graduate of N. C. State College and has taught vocational agriculture for the past ten years, the last two being in the Rowland community. He has more than 100 enrolled in organized instruction, including high school boys and evening class farmers and has done outstanding work with these groups in certified seed work, cotton, Young Tar Heel Farmer activities, home ground beautification, home orchard improvement, feeding and marketing hogs, home farm shop and a rat control campaign.

Some of the accomplishments carried on under the leadership of Mr. Morrison include: (1) Improved grounds and planting shrubs at 26 homes of the community, three schoolhouses, one church, and the vocational building. The local P.T.A. cooperated in this program. (2) Improved 35 home orchards, setting over 1,000 fruit and nut trees. (3) Supervised the building of 19 self feeders for hogs for evening class farmers and placed over 300 pigs on feed. Many more have been put on feed as a result of these demonstrations. (4) Other farm shop work included: building and equippingfarm shop building, 14 ironing boards, 12 tables, 10 milking stools, 12 book stands, 20 bird houses, and a number of brooders, self feeders and brooder coops for chickens. (5) Put on a campaign for rat control on eighteen farms. (6) Seeded 305 acres of improved cotton seed on eleven farms and secured seed for 66 acres from breeder for certification.

Morrison also takes an active part in the social life of the community, teaches a Sunday School Class, is a member of a local club and cooperates with P.T.A.

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FARMER DEGREE CERTIFICATES MAILED

American Farmer Degree certificates, received from W.A. Ross, Executive Secretary of the Future Farmers of America, have been mailed to seven students of vocational agriculture who received this high degree in the Future Farmers of America Organization during the years 1929-1931. The boys to whom these certificates were mailed are: Wade Turner, Lillington High School, Harnett County; Forest Hunt, Cool Springs High School, Rutherford County; Burnell Banks, Richlands High School, Onslow County; Norman Corriher, China Grove High School, Rowan County; Walter Davis, Lattimore High School, Cleveland County; Charlie Thomas, Troy High School, Montgomery County; and Aldrow Blackwood, Sumner High School, Guilford County.

The American Farmer Degree is the highest degree awarded by the National Organization of Future Farmers of America and the requirements are very exact. A boy, to become eligible for this degree, must have $500 income from farming, take part in school affairs and make an average of 90 in school work, in addition to other requirements.

Charlie Thomas, who received the American Farmer Degree in 1930, is now teaching agriculture in the Rose Hill High School.

TRADE AND INDUSTRIAL SCHOOLS

At the present time there are thirty-five industrial education teachers in North Carolina who are teaching trade classes. Eighteen of these departments were added during the present school year. The subjects taught are strictly vocational in nature. The courses are designed to prepare boys for entrance into the trades that are taught. Boys or girls who complete the courses will not emerge as journeymen workers, but they will have acquired some skills and learned some trade knowledge that have practical value. Pupils who finish will have equipped themselves for entrance to the trade of their choice on an advanced apprentice level, and will be in a position for rapid progress after entering employment.

The subjects that are now being taught are auto mechanics, beauty culture, carpentry, cabinet making, bricklaying, dress making, metal working, printing, and weaving.

The supervisory staff of the State Department of Industrial Education will be glad to help school administrators to plan courses and make recommendations about necessary space and equipment. Vocational education funds are available to be used to pay a part of the salary of the instructors. Additional funds will be available for next year and will be used to establish departments in schools where adequate room, equipment, and teaching material can be furnished.

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COURSE IN AIR CONDITIONING

The Department of Vocational Rehabilitation, in cooperation with the State College Extension Division, has arranged a practical course in Air-Conditioning. The course will be given by the Mechanical Engineering Department at the College. Subjects such as methods of figuring heat losses and gains, methods of figuring humidity control, design of equipment, location and sizes of ducts, velocities and amounts of air, filters, control instruments, and design and capacity of compressors will be studied. Enough practical mathematics will be given to enable the student to do the necessary calculating. Enough practical theory of electricity will be offered to enable the student to install and maintain control equipment. In order to thoroughly familiarize the student with blue prints and enable him to read any print necessary, a course in Mechanical Drawing and blue print making will also be given.

The Bar-Colman Company, the American Radiator Company, the United States Radiator Corp., the York Ice Machine Corp., the General Air Conditioning Company (General Electric Equipment), the Delco Products, and the Fox Furnace Company have already signified their desire to display and demonstrate equipment. Demonstrated lectures are being arranged to be given by factory representatives, and trips to jobs being installed in the vicinity of Raleigh will be arranged throughout the entire training period.

Registration will be on March 29th and the course will continue for three months. Rehabilitation clients who may be interested in this rapidly growing profession should communicate at once with the rehabilitation agent serving their district. Plans are being made for a class of at least fifteen rehabilitation students along with a number of individuals already engaged in the heating industry.

LIBRARIAN,

N. C. STATE LIBRARY,

RALEIGH, N. C.

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NORTH CAROLINA
STATE LIBRARY

VOLUME 1 NUMBER 5

February, 1937

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

NORTH CAROLINA
STATE LIBRARY

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

February 25, 1937

To Superintendents, Principals and Teachers:

The Education Committee in the House of Representatives is now working on the machinery bill for the operation of the public schools for the ensuing biennium. During the past several months I have received many fine suggestions from principals, teachers and superintendents as to proposed changes in the bill. These suggestions of course have already been turned over to the Committee.

It has occurred to me that you might have additional suggestions to offer. I am exceedingly anxious that my actions shall be guided by the best thought of our united school forces. If you have additional suggestions to make I urge you to place them in my hands within the next few days.

With best wishes, I am

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

Volume I February, 1937 Number 5

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"Provision of direction for continued adult study and learning which involves programs and activities that are of necessary value to our social democracy should be an integral part of the publicly supported school system." - Vierling Kersey, formerly Superintendent of Public Instruction of California.

NOTES AND ANNOUNCEMENTS

Legislative and General

ADDITIONAL EDUCATIONAL BILLS INTRODUCED

In addition to the bills named in the January number of this publication the following have also been introduced at this session of the General Assembly:

HB76. An Act Relating to Holidays for Public School Teachers. (Provides that teachers be given all holidays with full pay as enjoyed by other State employees.) Introduced by Patton. Sent to Committee on Education. Reported unfavorably.

SB81. To Authorize the Issuance of School Building Bonds by Special Charter Districts Located in Two or More Counties Within Cities Containing in Excess of 20,000 Inhabitants, and the Levy of Taxes Within the Said Districts for the Payment of the Principal and Interest of Such Bonds. (Applicable to Rocky Mount.) Introduced by Gravely and Clark of Edgecombe. Sent to Committee on Education.

SB83. To Amend Chapter 265, Public Laws of 1925, Relating to the Protection of School Children Riding in Public School Busses upon the Public Roads and Highways of the State. (Would make it unlawful for driver of any vehicle to pass or attempt to pass another vehicle travelling in same direction within school zones plainly marked by signs.) Introduced by Gravely. Sent to Committee on Education.

HB250. A Joint Resolution Providing for the Appointment of a Commission to Prepare and Carry Out Plans for the Observance by the State of North Carolina of the One Hundred Fiftieth Anniversary of the Foundation of the Constitution of the United States. (Provides that Commission composed of Governor, Chief Justice, Secretary N. C. Historical Commission, one member each of the House and Senate, appointed by the respective presiding officers, and five persons appointed by Governor to cooperate with U. S. Constitutional Commission. Declares Sept. 17, 1937, a legal holiday.) Introduced by Murphy. Passed three readings. Sent to Senate.

SB120. To establish the Minimum Age Limit at Which Children May Enter the Public Schools. (Would allow those becoming 6 by Dec. 20 to enter school at beginning of preceding fall term.) Introduced by Gay. Sent to Committee on Education. Reported unfavorably.

HB282. To Repeal Chapter 161, Public Laws of 1919, and to Provide for a Program of Adult Education as a Part of the State Public School System, and to Appropriate the Sum of $50,000 Annually for Carrying Out the Provisions of the Act. (Effective June 30, 1937, would repeal chapter mentioned and authorize State Board of Education to make rules and regulations necessary to include as part of public school system a system for adult education and appropriated $50,000 for such purpose.) Introduced by Finch and Craig. Sent to Committee on Education. Transferred to Appropriations Committee.

SB133. To Provide Educational Advantages in State Institutions to World War Orphans. (Would provide free tuition, for not exceeding 4 years, in any State educational institution, for children, resident in State at least 2 years, whose fathers died or were killed between April 6, 1917, and July 2, 1921, while members of U. S. armed forces.) Introduced by Bain. Sent to Committee on Education.

HB297. A Resolution Empowering the Governor to Appoint a Commission to Study the Public Schools and Colleges for Colored People in North Carolina. (Would direct Governor to appoint commission of 15, including 3 from 1937 House and 2 from Senate, to study State's educational program for colored and report recommendations to 1939 Assembly.) Introduced by Horton. Passed House.

HB325. Prohibiting Employment of School Bus Drivers of Less Than Twenty Years of Age. (Would do as title indicates, beginning with 1937 fall term, and require drivers to post $500 bond.) Introduced by Taylor of Alleghany. Sent to Committee on Education. Reported unfavorably.

SB163. To Provide Equal Educational Facilities for Certain Persons Denied Admission to North Carolina State Colleges, Universities and Institutions of Higher Learning. (Would allow pay out State Funds to or for any capable citizen and resident of N. C. who is denied admission to any State institution of higher learning and who is accepted at a non-State institution offering equal opportunities, a sum equal to difference between cost of attending State school and cost of attending accepting school, including in such costs tuition charges, living expenses, and transportation.) Introduced by Noell. Sent to Committee on Education.

HB406. To Provide for the Administration and Operation of a Uniform System of Public Schools of the State for the Term of Eight Months Without the Levy of an Ad Valorem Tax Therefor. (School Machinery Act. Except for changes to bring act up to date, its provisions are substantially the same as present School Machinery Act. New act would allow the establishment of high schools with an average daily attendance of 45 instead of 60 as heretofore; would add health as an item under auxiliary agencies for which State funds may be used; would continue through 1938 the provision which excuses teachers from attending summer school to keep certificates in force; and eliminate provision specifically authorizing use of school busses to transport children to commencement exercises.) Introduced by Horton. Sent to Committee on Education.

T. WINGATE ANDREWS

The State lost one of its outstanding educators in the death of Superintendent T. Wingate Andrews of the High Point City Schools. Mr. Andrews had been superintendent of schools in High Point since 1924, coming to that place from the superintendency of the Salisbury city system. He took an active part in the work of the State teacher association, having served as president of that organization in 1928. He was also for several years the State's director in the National Education Association. The sympathy of the State Department of Public Instruction is extended to Mrs. Andrews and the other members of the family.

FINANCING PUBLIC EDUCATION

The January number of the RESEARCH BULLETIN of the National Education Association gives some very interesting facts concerning the financing of public education. These facts, some of which are given below, are for the school year 1933-1934.

National estimated income	$50,174,000,000	
Per cent income expended for all public education		3.87
Total cost of public education	1,940,133,433	100.0
For elementary and secondary schools	1,720,105,229	88.7
Colleges and universities	181,081,554	9.3
Teacher-training institutions	38,946,650	2.0
Total enrollment, approximately	27,000,000	
North Carolina estimated income	$ 767,662,200	
Per cent of income expended for all public education		3.61
Total expenditure for public education	$ 27,723,130	100.0
Elementary and secondary	22,556,788	81.4
Colleges and universities	4,520,520	16.3
Teacher-training institutions	645,822	2.3
Elementary and secondary expenditure per pupil enrolled	$ 25.19	
Elementary and secondary expenditure per pupil in a.d.a.	29.81	
North Carolina's rank on expenditure per pupil enrolled	45	
North Carolina's rank on expenditure per pupil in a.d.a.	47	

Federal Aid for Educational Purposes

During 1933-34 this State was allotted a total of $30,333,045 by the Federal government for all purposes. A part of this amount was for certain major educational purposes as follows:

Colleges of agriculture and mechanic arts	$ 50,000
Agricultural extension service	251,469
Vocational education and rehabilitation	235,533
Grants for college and university buildings	34,550
Emergency education program	191,778
Student aid program	89,562
Rural school continuation	500,000
Total	$ 2,548,662

Income, Wealth and School Expenditures

The income and wealth of a state indicate its economic ability to support education. The figures given below for North Carolina are exceptionally interesting:

Estimated income	$ 767,662,200
Wealth in 1932	3,615,526,000
Expenditures for all public education	27,723,130
Value of all public school property	138,877,155
Value of elementary and secondary school property	107,080,903
Per cent expenditures of wealth	.77
Per cent value of property is of wealth	3.84
Wealth per pupil enrolled in elementary and secondary schools	4,037.33
North Carolina's rank	45
Income per pupil enrolled in elementary and secondary schools	857.22
North Carolina's rank	45
Value of public elementary and secondary school property per pupil enrolled	120.00
North Carolina's rank	40

Private Expenditures as Compared With Expenditures for Education

Data on certain types of private expenditures, while they can not actually be said to measure economic ability of a State, do give some evidence of the existence of ability to spend money. The following figures for North Carolina are from this standpoint very interesting:

Expenditures for all public education	$ 27,723,130
Expenditures for life insurance	36,335,394
Purchase price of new passenger automobiles	31,615,191
Total amount of savings accounts	65,674,000
Per cent expenditures for education is of expenditures for life insurance	76.30
Per cent expenditures for education is of expenditures for new automobiles	87.69
Per cent expenditures for education is of total amount in savings	42.21
Expenditures for tobacco	25,267,200
Expenditures for soft drinks, ice cream, candy and chewing gum	21,290,413
Expenditures for theatres, movies and other amusements	5,520,000
Expenditures for toilet preparations and beauty parlor services	3,106,000
Total (last four items)	$ 55,183,613
Per cent expenditures for schools is of total last four items	50.24

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Not in doing what you like but in liking what you do is the secret of happiness. - J. M. Barrie.

ROANOKE ISLAND ANNIVERSARY CELEBRATION

As a tribute to America's first child born of English parentage, Virginia Dare, and in honor of Sir Walter Raleigh's Colony on Roanoke Island, N. C., the United States Congress by special act authorized the issuance of the Virginia Dare - Sir Walter Raleigh Commemorative Half Dollar. This year, 1937, is the three hundred and fiftieth anniversary of the first English settlements in America.

In order that this truly great historical event may be fittingly commemorated, various historical associations and civic organizations have united and are planning one of the most outstanding educational, historical and religious celebrations ever staged. The celebration will be held at Old Fort Raleigh on Roanoke Island, the actual site of the first English settlement, where was born on August 18, 1587, Virginia Dare, the first child of English parentage to be born in our land.



On the obverse of the Commemorative Half-Dollar is depicted a bust of Sir Walter Raleigh - the reverse shows a young mother holding her babe close to her breast, garbed in costumes similar to those that bedecked the first Roanoke Island settlers, also images of two old English sailing vessels similar to those in which the colonists crossed the ocean.



Teachers and others desiring further information concerning this celebration should write to Mr. D. B. Fearing, Manteo, N. C.

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BOOKLET ON NORTH CAROLINA

Schools needing material on North Carolina, especially that relating to its industrial and economic aspects, will be delighted with a booklet recently published by the North Carolina Department of Conservation and Development. This booklet is entitled "North Carolina: Today and Tomorrow" and consists of 270 pages of pertinent information. It may be secured from the Department of Conservation and Development, Division of Commerce and Industry, Mr. Paul Kelly, Director, for fifty cents. The maps, tables, and general information make the publication invaluable to school libraries. It should be bound in stiff covers by the librarian and placed on the book shelves for general use.

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CONSTITUTION OF NORTH CAROLINA

Due to the fact that the Department has many calls for the Constitution of North Carolina, a limited supply has been printed for distribution to teachers of the State who wish to use them in connection with their work in citizenship, history and other subjects relating to the constitutional authority of the State and its subdivisions. Requests for copies of this publication should be made to L.H.Jobe, State Department of Public Instruction, Raleigh, N. C. Since the supply is limited, teachers should request a minimum number (not one for each student).

FEBRUARY SCHOOL FACTS

The February number of STATE SCHOOL FACTS is devoted to the subject of Public School Libraries. Anyone not knowing the history of school libraries will find this issue very interesting. This edition also presents a number of statisticial tables giving expenditures, State aid, number of libraries, circulation, volumes in libraries, and average number of volumes available to the number of pupils enrolled. A large table showing library facts for the several county and city administrative units is also presented. This table shows that the number and average number of books per pupil in each of the county and city administrative units varies widely in library facilities. Richmond County with an average of 6.6 books per pupil is at the head of the list. From this high the range is downward to .9 of a book in Alleghany County, with no report from Cherokee County.

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NEGRO POPULATION

The January 15, 1936, number of the University of North Carolina NEWS LETTER, Chapel Hill, gave some very interesting facts concerning our Negro population. Some of facts are the following:

Georgia has the largest Negro population, 1,071,125
Mississippi ranks second with 1,009,708 Negroes
North Carolina with 918,647 Negroes ranks fourth in this respect
New York had the largest total increase of Negroes from 1920 to 1930, a total of 214,331
North Carolina, with an increase of 155,240, ranked next to New York in this respect
North Carolina's Negro population represents 29.0 per cent of the total population for 1930
Most Negroes, who leave this State, go to Virginia to live, a total of 44,354 in 1930; the second largest number go to New York; and third to Pennsylvania
Most Negroes who come to this State from other states are from South Carolina, 79,368. The second largest number, 13,272, come from Georgia
Winston-Salem has the largest city Negro population, 32,566, in this State, and Charlotte is second in this respect with 25,163 Negroes
Warren County has the largest percentage of Negro population, 63.5 per cent
Eight other counties, Northampton, Hoke, Hertford, Halifax, Edgecombe, Bertie, Scotland, and Anson, each has a Negro population exceeding 50 per cent of the total

Occupations of Negroes

The vast majority of North Carolina Negroes reported as gainfully employed are agricultural workers. Other leading occupations for males are as day laborers in saw mills, tobacco factories, building construction, street and road work, chauffeurs and truck drivers, household servants, janitors, and railroads.

There are a considerable number of Negroes employed in various professions, as follows:

School teachers	5,607	Musicians and teachers	206
Clergymen	1,575	Physicians	164
Trained nurses	372	Dentists	68
College professors	246	Lawyers	27

PUPILS TRANSPORTED

North Carolina ranks first with two other states, Indiana and Louisiana, in having over 25% of its school enrollment transported at public expense in 1933-34, according to the Research Division of the National Education Association, Washington, D. C. Actually North Carolina ranks first in this respect among all states by hauling 33.7% of her pupils at public expense. Fourteen states, Delaware, Virginia, Ohio, Georgia, Alabama, Mississippi, Florida, North Dakota, Montana, Washington, Wyoming, Utah, Arizona and New Mexico, transport between 15 to 24% of their respective total enrollments at public expense. Twelve states, Maine, New Hampshire, Vermont, Maryland, West Virginia, South Carolina, Iowa, Arkansas, Oklahoma, Texas, Colorado and Nevada, transport from 10 to 14% of the number pupils enrolled in their respective states. From 5 to 9% of the total enrollment in the following seven states are transported at public expense: Massachusetts, Connecticut, New Jersey, Kentucky, Tennessee, Minnesota and California. In eleven states, Rhode Island, New York, Pennsylvania, Michigan, Wisconsin, Illinois, Missouri, South Dakota, Nebraska, Kansas, Idaho and Oregon, less than 5% of the school enrollment is transported.

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TEN COMMANDMENTS FOR SAFE DRIVING

I - Keep to right of center line of highway.

II - Pass overtaken vehicle on left, but only after sounding horn and only when road ahead is so clear as to permit getting back to the right with a safe clearance and with a wide margin for safety.

III - Under no circumstances attempt to pass an overtaken vehicle at an intersection, on a curve, or approaching the crown of a hill.

IV - At intersections, be prepared to stop if vehicle on intersecting road is moving onto intersection and do not try to take the right of way.

V - Keep far enough back of the vehicle ahead to allow a safe braking distance in the event that other vehicle makes a sudden stop. Except in emergency, do not stop so suddenly as to cause collision by following vehicle.

VI - Signal before making a turn, and further insure safety by looking to see whether a vehicle is approaching from the rear. Wait before pulling out from the curb until making such observation.

VII - Stop before crossing all railroads and after carefully looking in both directions and listening, proceed only if it is safe beyond any possible doubt and then proceed in low gear, gears not being shifted until all tracks have been cleared.

IX - When stopping on highway, pull as far off hard surface as road conditions permit and, where the stop is prolonged, see that the rear of vehicle is adequately protected.

X - Do not operate at excessive speed at any time. At curves, blind crossings, crests of hills, in fog, or wherever the view is curtailed, reduce speed so as to be able to stop within the distance of clear vision.- Research Division, National Education Association.

ARBOR DAY FRIDAY, MARCH 18

The following Arbor Day program is here suggested in compliance with the Arbor Day law which provides that "The Superintendent of Public Instruction shall issue each year a program for its observance by the school children of the State, in order that they may be taught to appreciate the true value of trees and forests to their State."

Suggested Program*

Invocation

Song - America

Address - (Invite some prominent citizen, Forester or Forest Warden or other State or County official, or an interested Club Woman.)

Planting a Memorial or a Class Tree, honoring the outstanding conservation work done by such leaders as Theodore Roosevelt, Franklin D. Roosevelt, Gifford Pinchot, or our own W. W. Ashe.

Short Talk - Why plant a tree to honor a hero of peace? (By member of school faculty or other.)

Pageant or Play by class or group may come in here or elsewhere.

Benediction

*For further suggestions write Department of Conservation and Development, Raleigh, N. C.

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UNIVERSITY 1937 SUMMER SESSION

The University, Chapel Hill, has recently issued a little booklet giving special announcements concerning courses offered by its Department of Education.

"The University of North Carolina officials", the announcement reads, "recognizing the peculiar responsibility which rests upon this State Institution at the beginning of the second century of Public Education in the State, are planning definitely to provide adequate opportunities for professional training in education for all school personnel. Courses and programs of work are being developed to meet the immediate and long-time needs of workers in the following fields:

1. Superintendents in city and county school systems.
2. Principals in high schools, consolidated schools, and elementary schools.
3. Supervisors in all branches of elementary school and high school work.
4. Teachers and critic teachers in teachers colleges.
5. Master teachers in all subjects and fields.
6. Vocational and educational counselors.

Additional information may be secured from Dean R. B. House, Chapel Hill, N. C.

THE PRESIDENT'S CABINET

Do you know the names of persons who comprise President Roosevelt's cabinet? For your information these officials and the states from which they were chosen are as follows:

1. President - Franklin D. Roosevelt - New York
2. Vice-President - John Nance Garner - Texas
3. Secretary of State - Cordell Hull - Tennessee
4. Secretary of Treasury - Henry Morgenthan, Jr. - New York
5. Secretary of War - Harry H. Woodring - Kansas
6. Attorney General - Homer Cummings - Connecticut
7. Postmaster General - James A. Farley - New York
8. Secretary of the Navy - Claude Augustus Swanson - Virginia
9. Secretary of the Interior - Harold L. Ickes - Illinois
10. Secretary of Agriculture - Henry Agard Wallace - Iowa
11. Secretary of Commerce - Daniel Calhoun Roper - South Carolina
12. Secretary of Labor - Frances Perkins - New York

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NORTH CAROLINA SENATORS AND REPRESENTATIVES

In this connection it is also well to know the North Carolina representatives in Congress. As this information is not always available, the names of these officials are presented below:

Senators

Josiah W. Bailey, Raleigh
Robert R. Reynolds, Asheville

Representatives

First District - Lindsay C. Warren, Washington
Second District - John H. Kerr, Warrenton
Third District - Graham A. Barden, New Bern
Fourth District - Harold D. Cooley, Nashville
Fifth District - Frank W. Hancock, Jr., Oxford
Sixth District - W. B. Umstead, Durham
Seventh District - J. Bayard Clark, Fayetteville
Eighth District - Walter Lambeth, Thomasville
Ninth District - R. L. Doughton, Laurel Springs
Tenth District - A. L. Bulwinkle, Gastonia
Eleventh District - Zebulon Weaver, Asheville

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COUNSELING SERVICE FOR PUBLIC FORUMS

A counseling service on program planning for adult civic education in public forums is being offered by the Office of Education with Federal Public Forum Projects, recently announced Dr. J. W. Studebaker, U. S. Commissioner of Education.

As a result of the operation of ten forum demonstration centers in ten states during the past five months, the Office of Education has received thousands of requests for information concerning these programs of public discussion. It is for the purpose of making the demonstration of these projects of maximum value to other communities in developing programs of their own that this information service of the Office of Education has been made available.

Instructional Service

THREE CONFERENCES — Three significant conferences for certain groups of teachers in the State have been arranged by the Division of Instructional Service of the State Department of Public Instruction. The dates and places for the conferences are as follows:

1. Commercial Education - A series of six conferences will be held March 8-13 as follows:

(1) Asheville - Monday, March 8th
(2) Charlotte - Tuesday, March 9th
(3) Greensboro - Wednesday, March 10th
(4) Raleigh - Thursday, March 11th
(5) Greenville - Friday, March 12th
(6) Wilmington - Saturday, March 13th

These conferences are designed for teachers of stenography, typewriting, bookkeeping, general business training and commercial arithmetic. In order not to interfere with the regular work of the teachers the conferences will be held beginning at 3:00 P.M. and closing at 9:00 P.M., with an informal dinner from 6:00 - 7:00 o'clock. The Asheville meeting will come on Saturday, March 13th at 9:00 A.M. to 1:00 P.M.

The publishers of State adopted textbooks in Commercial Education will cooperate in holding these conferences. Mr. C. E. Zoubek and Mr. C.R. Dubbs will represent Gregg Publishing Company; Mr. J. E. O'Brien will represent D. C. Heath & Company; and Mr. D. A. Cooper will represent Southwestern Publishing Company.

The program will include discussion of problems or questions raised by commercial teachers, and discussion and demonstration of methods of teaching commercial subjects.

2. Social Disease Control Conferences - The State Department of Public Instruction and the State Board of Health are cooperating in holding a series of conferences during March and April for Science and Health teachers in public schools. Dr. C. M. Leiby, a consultant in venereal disease control, will represent the State Board of Health using stereopticon slides and motion picture films to illustrate his lectures and discussions.

Dates and places have been arranged and superintendents are showing keen interest and cooperating in a fine sort of way in planning these conferences. The schedule for the first week of these conferences on Social Disease Control is:

March 1	Andrews
March 2	Cullowhee
March 3	Waynesville
March 4	Hendersonville
March 5	Brevard
March 6	Asheville

3. Mathematics Conferences - Beginning March 22nd and running through April 10th, a series of conferences will be held for Mathematics teachers, discussion occurring upon the newly adopted Mathematics texts which will be used beginning with the session 1937-38. The main topics which will be discussed are: General Mathematics, Algebra, Geometry and Arithmetic. Miss Mary Lena

Horton, representing Silver, Burdett Company, publisher of the State adopted General Mathematics for Eighth Grade will assist in holding these conferences. The precise dates and places will be announced by March 1st.

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HUMANE POSTER CONTEST

The Latham Foundation for the Promotion of Humane Education is sponsoring a contest among the schools of the country.

The contest is in the form of poster-making. Each poster should be 14 x 22 or 12 x 9 inches, vertically arranged in show-card, tempera water colors, crayons or ink on Bristol Board or any paper of similar weight. Lettering should be a brief original slogan such as "Forget-Me-Not", "Sentenced Without Trial", "Save Your Friend". Identification (name, school address and grade or group) should be lettered on face of the poster, lower right hand corner. Mail to Dr. John T. Lemos, Latham Foundation for the Promotion of Humane Education, Box 1322, Stanford University, California. Contest closes April 1, 1937. For "Pointers and Planning Contest Posters" and other information, write to Nancy O. Devers, State Department of Public Instruction, Raleigh, N. C.

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ELLERBE CONFERENCE

An "open house" was held at the Ellerbe School, Saturday, February 6th. This meeting was attended by 700 or 800 teachers, principals and superintendents. A regular school program was observed by the visitors and a discussion in evaluation of the day's activities was made by Mrs. Hazel H. Ott, former State Director of Curriculum Building in South Dakota and now a special educational representative of Compton's. This program was under the direction of Miss Juanita McDougald of the Division of Instructional Service and was one of a series of conferences held in different sections of the State. This conference was planned primarily for the counties of Montgomery, Moore, Lee, Anson and Richmond, but drew a large crowd of teachers from other sections of the State. Mr. Richard F. Little, Principal of the Ellerbe School, addressed the opening assembly of teachers and explained the activities carried on in his school, after which a play "The Spirit of the Ellerbe School" was staged by sixth grade students.

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INFORMATION FOR LIBRARIANS

The February, 1937 Letter to School Librarians issued by our School Library Adviser, Mrs. Mary P. Douglas, includes a five-page list of information on certain items which librarians should be familiar. This list is divided into four parts as follows:

A Dozen Professional Books Which the School Librarian Should Read
Some Professional Periodicals Which the School Librarian Should Know
Organizations Which the School Librarian Should Know
Some Companies Which the School Librarian Should Know

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INSTITUTIONS OF HIGHER EDUCATION

There were forty-six more institutions of higher education in this country in 1936 than in 1935, according to a report recently issued by the U. S. Office of Education. In 1935 there were 1,662 such institutions while in 1936 there are 1,706.

PROFESSIONAL PROBLEMS

A recent survey of six hundred and sixty-three 1936-37 Principal's Preliminary Reports for Elementary Schools affords a source of interesting information. In reply to the request that professional problems with which help is desired be listed, one hundred sixty-five did so. The problems on which service is sought, in frequency of mention, rank as follows for white schools:

(1) Assistance in the proper classification of pupils for most effective instruction.

(2) Assistance in selection of materials and equipment and formal rating of schools for accreditment.

(3) Selection of books and organization of libraries. Interpretation of the Curriculum Report.

(4) Assistance in helping classroom teachers in developing and carrying on a play and physical education program.

(5) Assistance in developing a satisfactory health program. Assistance in securing additional teachers.

(6) Reading retardation - remedial work.

(7) Selection of art materials and equipment. Assistance in developing a citizenship program.

(8) Assistance in freeing the principal from instructional duties.

(9) Assistance on a language program. Assistance on large unit teaching.

(10) Assistance on selecting supplementary reading materials. Assistance on organizing a Junior High School. Assistance on organizing Public Relations Plan. Assistance on testing and measuring.

(11) Assistance on developing program in character education. Assistance on securing a Home Economics Department. Assistance on improving attendance of children outside the compulsory age. Assistance on securing professional advancement in position.

For Negro Schools

For Negro School Principals there were a total of seventy-eight reports, fifty-five of which specified a definite problem on which they wished assistance. The ranking of frequency was as follows:

(1) Assistance in securing equipment for accredited rating.
(2) Assistance in large unit teaching.
(3) Assistance in securing library books.
(4) Assistance in teaching health.
(5) Assistance in securing sanitary facilities.
(6) Assistance in improving attendance
(7) Assistance in teaching Geography
(8) Organization of schools. Testing. Selection of Readers. Selection of Art Supplies.

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HIGH SCHOOL SCIENCE ESSAY CONTEST

The High School Science Committee of the North Carolina Academy of Science has recently announced its tenth annual Science Essay Contest. A prize, consisting of a number of books selected with the interests of the winner in mind; is awarded to that white high school student who produces the best essay in the field of biology or any of its related subjects such as botany, nature study, physiology or zoology; physical geography, or general science. Essays must be in the hands of the Secretary of the Academy, H. L. Blomquist, Duke University, Durham, N. C., on or before March 22, 1937. Additional information may be secured from the Secretary.

STANLY COUNTY COMPLETES BUILDING PROGRAM

The completion of the building program in Stanly County is worthy of mention. This program has provided an adequate, sanitary building for every child of school age, white and colored. All high schools for white children are accredited and seven of the elementary schools are standard. During the nine years Superintendent James P. Sifford has been in office this county has spent $450,000 for buildings and the county owes about $50,000 more than when this program started.

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PLAN FOR EXTRA-CURRICULAR ACTIVITY PROGRAMS

The success of a program of extra-curricular activities depends very much upon proper planning. A number of high schools have set aside a special period for clubs and other similar activities. In some instances much of value is added to the curriculum, in others the program is ineffective. Mr. George H. Hill, principal of the Oakboro High School, Stanly County, has developed an effective program of extra-curricular activities. Each of the eight high school teachers sponsors some activity but no teacher is asked to sponsor an activity in which he does not have a keen interest as well as training to fit him peculiarly for leadership. The clubs and activities sponsored in this school during the first semester were: Dramatic Club, Junior and Senior 4-H Clubs, Track Club for boys and girls, Basketball for boys and girls, Bible Club, Annual Club, Bird Club and Music Club.

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HIGH SCHOOL GRADUATES

A survey of high school graduates covering the southeastern section of Tennessee, northern Alabama and northern Georgia as to where these students go after graduation was carried in the November, 1936, edition of ACCREDITED NEWS, official organ of the National Association of Commercial Schools, Jamestown, N.Y. The results of this survey, which cover the two years 1935 and 1936, are very interesting:

	1935	1936
To college	24%	24%
At home	43%	24%
Working	16%	23%
Business college	5%	7%
Did not graduate	2%	5%
Married	4%	4%
Post graduate course	1%	2%
Miscellaneous	5%	11%
	100%	100%

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MUSIC CONTEST AND FESTIVAL

The Eighteenth Annual State High School Music Contest and Festival will be held at Woman's College, University of North Carolina, Greensboro, April 21, 22, 23, 1937. The District Elimination Contests will be held in the sixteen district centers on Friday and Saturday, April 9 and 10.

Number 4, Volume XXV, of the BULLETIN of the Woman's College of the University of North Carolina, Greensboro, gives detailed announcements concerning and regulations governing the State and district contests.

FAYETTEVILLE PROFESSIONAL MEETINGS

We present the professional study program of the Fayetteville City Schools, under the direction of Supt. Horace Sisk, as a good example of democratic leadership for the improvement of instruction:

"All professional meetings will be held, unless it becomes necessary for some very good reason to postpone them, on the fourth Monday afternoon of each school month. In order that all the teachers of the system may have an opportunity to visit all the schools, one each of the general and group meetings will be held in the high school, Haymount, and Person Street schools. All others will be held in Central school. Nine meetings will be held, one each month. Of these five will be general meetings and four group professional meetings. For the group professional meetings, the teachers shall be divided into the following groups: Primary with Mrs. N. M. McArthur as chairman; Grammar Grade or Platoon teachers with Mrs. F. B. Souders as chairman; and High School with Mr. W. B. Harrill as chairman. The superintendent will be responsible for the general meetings.

"October 5 - General meeting - Central School - Topic: Our Objectives for the Year. A checking as to our following them, as well as a discussion of them.

"November 3 - Professional group meetings - Central School - Topic: Course of Study and Plans for its Use. Each teacher will be expected to be able to report that she or he has read and studied that part of the course of study which deals with the grade, subject, or subjects taught.

"November 30 - General meeting - High School - Topic: Public Relations. Prof. Guy Phillips, U.N.C. (Cooperation in Regional Conference on Character Education.)

"January 11 - Professional group meetings - fourth month - Haymount School - Topic: Classroom and Extra-curricular Activities as They are Affecting our Educational Achievement.

"February 8 - General meeting - Haymount School - Topic: Our Accomplishments for the Fall Term and Suggestions for the Remainder of the Year.

"March 8 - Professional Group Meetings - Person Street School - Topic: Discussion of Methods and Projects Used by Different Teachers Thus Far During the Year.

"April 5 - General meeting - Person Street School - Topic: Our Health and Temperance Programs. A checking and discussion.

"May 3 - Professional and group meetings - High School - Topic: What Can Be Done to Prepare Our Children for Making the Best Use of the Vacation.

"May 31 - General meeting - Central School - Topic: An Evaluation of the Year's Work and Directions for Closing the Year.

"Each teacher is urged to read at least one good professional book during the year and report the name of it and any others at the last general meeting of the year."

NOTE: The above is quoted from a mimeographed bulletin placed in the hands of all teachers. Accompanying the bulletin was an inspirational simple summary of the practices of superior teachers.

SCHOOL LIBRARIANS

There are now 58 school librarians, 54 white and 4 colored, employed on a whole time basis in this State. These librarians and the schools they serve are as follows:

White

Miss Gladys Hicks, High School Librarian, Albemarle
Miss Florence Wilkie, Lee H. Edwards High School, Asheville
Miss Edith Biddiz, St. Genevieve-of-the-Pines, Asheville
Miss Wilma Morrow, Campbell College, Buies Creek
Miss Meledieth Frazier, High School Librarian, Burlington
Miss Mary Ruffin, Elementary School Librarian, Chapel Hill
Miss Elsa Craig, High School Librarian, Chapel Hill
Miss Rosannah Blair, Central High School, Charlotte
Miss Hallie Sykes, High School Librarian, Concord
Miss Virginia L. Bowen, Central Junior High School, Durham
Miss Florine Lewter, High School Librarian, Durham
Miss Bessie Mae Cowan, High School Librarian, Fayetteville
Miss Frances Louise Hayman, Cool Springs High School, Forest City
Miss Gertrude Coward, High School Librarian, Gastonia
Miss Ethel Roark, High School Librarian, Goldsboro
Miss Evelyn Parks, Central Junior High School, Greensboro
Mrs. Beatrice M. Hall, Senior High School, Greensboro
Miss Anna Reger, Woman's College, U.N.C., Greensboro
Mrs. Nettie B. Herring, High School Librarian, Greenville
Miss Margaret Huguelet, High School Librarian, Hamlet
Miss Elizabeth Eason, High School Librarian, Henderson
Miss Verna Tolleson, Blue Ridge School for Boys, Hendersonville
Miss Maud Ashworth, High School Librarian, Hendersonville
Mrs. Margaret Bell Farley, Junior High School, High Point
Miss Eloise Ward and Miss Gertrude Capel, High School Librarians, High Point
Miss Martha Spruill Everett, Cannon High School, Kannapolis
Miss Louise Bethea, Grainger High School, Kinston
Miss Cathleen Bell, High School Librarian, Lenoir
Miss Janie Allsbrook, High School Librarian, Lexington
Mrs. E. G. Ramsaur, High School Librarian, Lincolnton
Mrs. Lois Champion Smith, High School Librarian, Marion
Miss Gladys Johnson, Mars Hill College, Mars Hill
Miss Virginia Martin, High School Librarian, Mount Airy
Miss Janeth Younginer, High School Librarian, New Bern
Miss Myrtle Branch, Oxford Orphanage, Oxford
Miss Evelyn Batts, Cherokee Indian Normal School, Pembroke
Miss Mildred Herring, Hugh Morson High School, Raleigh
Miss Mary E. Tucker, Needham Broughton High School, Raleigh
Mrs. Lucile Cavenaugh, Peace Junior College, Raleigh
Mrs. Frank Nash, St. Mary's Junior College, Raleigh
Miss Mary Moffitt, High School Librarian, Reidsville
Miss Juanita Taylor, Librarian, Public School, Roanoke Rapids
Miss Eleanor Robinson Pearsall, High School Librarian, Rocky Mount
Miss Elizabeth McLaughlin, Boyden High School, Salisbury
Miss Winona Walker, High School Librarian, Shelby
Miss Eleanor B. Church, Asheville Farm School, Swannanoa
Miss Elizabeth Scott Walker, High School Librarian, Washington
Mrs. J. W. Grise and Miss B. Mae Eaker, Librarians, New Hanover School, Wilmington

Miss Nancy Gray, Charles L. Coon High School, Wilson
Miss Minnie Kallam, Granville High School, Winston-Salem
Miss Marguerite Smith, North High School, Winston-Salem
Miss Hazel Baity, South High School, Winston-Salem
Miss Madeline Copeland, Wiley School, Winston-Salem
Miss Isabella Jinnette, Central School, Winston-Salem

Colored

Miss Janie E. Moore, Pearson Elementary School, Durham
Miss Louise B. Russell, Dunbar High and Elementary School, Lexington
Miss Martha Lane Battle, Booker T. Washington H.S., Rocky Mount
Miss Octavia Ford, Kimberley Park School, Winston-Salem

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HIGH SCHOOL SENIOR EXAMINATION

The High School Senior Examination will be sponsored this year by the Division of Instructional Service rather than the N. C. College Conference as the case heretofore. The examination consists of two tests - the Myers-Ruch High School Progress Test and the Otis Quick-Scoring Mental Ability Test. The tests will be given in each city and county administrative unit three weeks before the date of the close of the schools in that unit.

The tests will be scored by the local school authorities and the results will be used by them for such purposes as they may decide.

The Division of Instructional Service will secure the assistance of a test specialist for the purpose of making an analysis of the results of the senior examination. Forms for giving the results of the test will be submitted to superintendents and principals prior to the examination and the results should be forwarded to J. Henry Highsmith, Raleigh, N. C., as soon as possible after the test is given, but not later than three weeks after the close of the schools.

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TEACHERS COLLEGE FELLOWSHIPS AND SCHOLARSHIPS

For the year 1937-38 the Trustees of Teachers College have authorized a maximum of three fellowships of the Advanced School of Education for persons holding the Doctor's degree from this or other institutions who desire to take advantage of the opportunities for study beyond the Doctor's degree offered in the Advanced School of Education of Teachers College.

Ten scholarships of the Advanced School of Education for persons who are now or expect to become candidates for the degree of Doctor of Philosophy or the degree of Doctor of Education are also offered.

Five fellowships of $1,000 each and four fellowships varying in value from $250 to $750 are available to graduate students or prospective graduate students in any part of Teachers College. And several scholarships varying in amount from $100 to $400 are available to both graduate and undergraduate students in Teachers College.

All applications for fellowships and scholarships must be filed on special forms with the Secretary of Teachers College on or before March 1, 1937. Application forms will be supplied on request.

Vocational Education

FUNDS FOR VOCATIONAL EDUCATION

The following figures indicate the distribution of the Federal fund which will be due North Carolina under the provisions of the Smith-Hughes Act and the George-Deen Act. These funds amount to $739,230.80 for North Carolina. Should the General Assembly provide the funds to match these funds North Carolina should be in a position to greatly expand the State's vocational program. The Federal appropriation due North Carolina, beginning July, 1937, is approximately $436,000 more than we are receiving from the Federal government at present.

	Smith-Hughes	George-Deen	Total
I. Agriculture	$ 131,572.98	$ 202,307.11	$333,880.09
II. Home Economics	---	171,173.49	171,173.49
III. Trade & Industrial Education	35,470.00	67,460.22	102,930.33
IV. Teacher Training	25,924.00	25,413.00	51,337.00
V. Distributive Occupations	---	30,496.00	30,496.00
VI. Total	$ 192,966.98	$ 496,849.82	$ 689,816.80
VI. Vocational Rehabilitation			49,414.00
Grand Total			$ 739,230.80

The General Assembly has been requested to match this total Federal Fund in the sum of $360,000, which amount if appropriated will make a total of approximately $1,100,000 available for the vocational education program.

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Easter Seals are sold each year at Easter time to raise money for aid to crippled children. Volumes could be written telling of the good accomplished with money raised through the sale of these tiny messengers of good will to crippledom. Margaret, George and Oscar were able to secure expert surgical care by having transportation furnished from seal money; Seals helped replace an amputated leg for Martha and now she is happy and able to continue in school; braces for Weldon, Coy and Charlie made possible their ultimate hope of rehabilitation; a raised shoe enabled Grace to discard her crutches. Such services are preliminary to a plan of rehabilitation for these and hundreds of other cripples in North Carolina.

Over two thousand dollars was raised through the sale of Seals last year. No high pressure sale is contemplated but there is work for all interested persons to do. The cooperation of school superintendents, principals, teachers and pupils is solicited. All Civic Clubs, Women's Clubs, Church Groups, P.T.A. Organizations and interested individuals are invited to investigate this method of bringing additional sunshine into the lives of our crippled boys and girls by furnishing medical and surgical care in addition to transportation, artificial appliances and other services that may be needed.

There is a local Director for the work of the North Carolina League for Crippled Children in most of the one hundred counties. If you are not acquainted with yours, write direct to the Executive Secretary of the North Carolina League for Crippled Children, Box 1397, Raleigh, North Carolina, for details.

Laws and Opinions

WITHHOLDING REPORT CARDS

Question: Is a principal or teacher justified in holding up report card and credits of a high school pupil until pupil pays for fines due for keeping library books out overtime after said pupil had been warned that fines were due and books must be returned, and also told that no grades would be given until and unless books were returned and fines paid?

Answer: "Ordinarily, the principal of a school may adopt reasonable rules and regulations with regard to keeping books out overtime, and with regard to a system of report cards and credits for scholastic attainment, relating to the pupils of the high school generally. As a matter of fact, the whole system of reports and credits is one built up for the administration of the schools, and I can see no reason why the principal might not withhold report cards and credits from a pupil until library dues were paid, although I cannot say that I would personally approve of this method of collection of library dues.

"The sending out of reports to parents and giving to the pupil credits are so fundamentally connected with the actual education and progress of the pupil that it seems to me such a method might lay a rather heavy toll on the education and progress of the pupil, which would be a rather awkward placing of the penalty.

"However, where the pupil must depend upon his credits in leaving the high school for entrance to another school, there is another principle involved, and I do not think that under such circumstances his credits can be withheld from him for any such purpose." - Attorney General, February 10, 1937.

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RESPONSIBILITY FOR SANITARY CONDITIONS

In a recent letter Superintendent Erwin made the following statement with reference to the responsibility for providing sanitary equipment in the public schools:

"I am distressed to note that sanitary condition in the _____ County schools do not appear to be satisfactory. However, the responsibility for providing the sanitary equipment is in the hands of the Board of Commissioners of _____ County under the Constitution and subsequent Supreme Court decisions.

"The shortage of janitors of course is due to a lack of sufficient funds with which to employ adequate janitorial service. Under the appropriations bill now before the Legislature there will be 10 per cent increase in these funds for next year. The county would also be authorized to use a part of its fines and forfeitures for the employment of additional janitors if the State appropriation is not sufficient. In other words, most of the conditions to which you refer can not be improved or eliminated except through action of _____ County officers."

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WHERE MAY CHILDREN ATTEND SCHOOL

Question: The parents of two children refuse to send them to the school designated on the ground that it is farthest away of the three within reach. We would appreciate any information that you could give us in this matter. Answer: "In my opinion, under the new school set-up where there is more than one school in a county or city administrative unit, the board of education may designate which school the pupils must attend with due regard to convenience and condition of attendance at the schools whether overcrowded or not." - Attorney General, January 22, 1937.

TO THE LOSER

So you've lost the race, lad?
Ran it clean and fast?
Beaten at the tape, lad?
Rough? Yes, but it is past.
Never mind the losing;
Think of how you ran.
Smile, and shut your teeth, lad;
Take it like a man.

Not the winning counts, lad,
But the winning fair;
Not the losing shames, lad,
But the weak despair.
So when your failure stuns you,
Don't forget your plan.
Smile, and shut your teeth, lad;
Take it like a man.

Diamonds turn to paste, lad;
Night succeeds to morn,
When you pluck a rose, lad,
Oft you grasp a thorn;
Time will heal the bleeding;
Life is but a span.
Smile, and shut your teeth, lad;
Take it like a man.

Then when sunset comes, lad,
When your fighting's through;
And the Silent Guest, lad,
Fills your cup for you,
Shrink not, grasp it boldly;
End as you began.
Smile, and close your eyes, lad;
And take it like a man.

- C. F. Lester.

LIBRARIAN,

N. C. STATE LIBRARY,

RALEIGH, N. C.

VOLUME 1 NUMBER 6

March, 1937

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

March 18, 1937

To Superintendents and Principals:

I wish to commend to every principal in the State the organization known as the Beta Club. This is an honorary society to which only those students who excel in scholarship and other attainments can belong. The organization is not an expensive one and is growing rapidly in the South. I expect to see it become a national movement. The Club has been selected as the exclusive honorary organization for the State of Virginia, and is growing very rapidly in other southern states.

I have the honor at the present time to be President of the organization, and Dr. Frank P. Graham along with outstanding college presidents and State Superintendents in other southern states are members of the Board of Directors.

If you are interested in such an organization for your school please write Dr. John W. Harris, Secretary, Spartanburg, S.C.

With best wishes, I am

Very truly yours,

Clyde A. Erwin
State Superintendent Public Instruction

N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

Volume I March, 1937 Number 6

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"The schools must help save civilization if they are themselves to survive. They must help advance civilization if they are to go forward". - Joy Elmer Morgan, Editor, The Journal of the National Education Association.

NOTES AND ANNOUNCEMENTS

Legislative and General

MORE SCHOOL BILLS

The following public bills relating to education have been introduced since the February number of this publication was released:

SB183. To Authorize the Governor as Director of the Budget to Use Such Unapportioned Surplus as may Accrue in the General Fund During the Biennium Ending June 31, 1939, to Increase the Salaries of State Employees Who Do Not Hold Administrative or Executive Positions. (Would direct Governor and Budget Commission, on notice by Treasurer that balance will be available, to pay, on horizontal basis, such increase as is available. Increase not to exceed 20% over 1936-37 level.) Introduced by Ballentine. Sent to Committee on Education.

HB478. To Amend Chapter 370 of the Public Laws of 1931, Relative to the Matter of Tuition in Educational Institutions of the State to the Children of Disabled Veterans of the World War. (Would amend chapter mentioned so as to provide free tuition for any child whose parent is a disabled or deceased World War veteran.) Introduced by Siler. Sent to Committee on Judiciary No. 2.

HB479. To Provide Old Age Security for Old and Incapacitated Teachers, to Provide for the Creation of a Retirement Fund Through the Joint Contributions of Employers and Employees, and to Provide Machinery for the Proper Administration of this Law. (Would create "Teacher's Retirement System of North Carolina" under control of a Board of Trustees consisting of Superintendent of Public Instruction, State Treasurer, Attorney General, Commissioner of Insurance and 5 appointed by Governor for staggered terms, 2 of whom to come from teaching profession. All teachers in public schools and State supported educational institutions to participate unless participation waived by written notice. Funds to be raised by 5% deductions from salaries and contributions by State upon an actuarial basis. Credit to be given for past service. Fund to provide retirement and disability benefits. Retirement possible under various options from 60 to 72 years of age. Would appropriate $15,000 to organize fund. System to be started August 1, 1937, but no benefits to be paid until in operation 1 year. Other provisions.) Introduced by Sentelle. Sent to Committee on Education.

HB488. To Amend Chapter 255 of the Public Laws of 1935 Relative to the Operation of Business Schools in North Carolina. (Would include individuals and operators of correspondence schools teaching any of subjects named to more than 5 students in definition of commercial college or business school; would require that Governor appoint, for 3 year terms, 2 owners and operators of licensed schools to State Board of Commercial Education instead of 1 owner and operator of

accredited school; would give State Superintendent of Public Instruction, as member of Board, voting power; would provide that application be made direct to State Board and that $1,000 bond be posted for each branch. To apply to all commercial colleges and business schools. Provides for licensing solicitors. Effective June 1, 1937.) Introduced by Horton. Sent to Committee on Education.

HB498. A Joint Resolution Recognizing the Importance of the Celebration of the Three Hundred Fiftieth Anniversary of the Birth of Virginia Dare and Associated Events on Roanoke Island and Authorizing Participation in This Event by the State of North Carolina. (Governor and 6 appointees to represent State at and to lend their support to; be held during summer of 1937.) Introduced by Davis of Dare. Passed three readings. Sent to Senate.

HB541. To Provide for the Payment of Loans Due the Special Building Funds Created by the General Assemblies of 1921, 1923, 1925 and 1927 before Maturity and the Relending of These Funds by the State Board of Education. (Would authorize acceptance of full payment before maturity and relending at same rate of interest for time which original loan would have run. Such reloans to be made in accordance with constitutional restrictions on powers of counties and cities to incur debt.) Introduced by Horton. Sent to Committee on Education.

SB213. To Authorize and Provide for the Establishment of a Fund for the Purpose of Insuring All Public School Property in North Carolina Against Loss by Fire, Tornado, Lightning, Hail, and Inherent Explosion. (Would appropriate $100,000 for establishment of N. C. State School Insurance Fund to be administered by State School Commission, and to be repaid out of future premium payments. Local Boards of Education to insure all public school property at from 70% to 90% of valuation fixed by, and at rates determined by State Commission, such rates to be comparable with stock company rates. If premiums not paid after 60 days' notice, Commission to deduct from State funds allotted unit. Renewals and new policies on such property are forbidden. Administrative expense not to exceed 6% of premiums. When fund reaches $1,000,000 Commission may adjust rates to stabilize fund at 1 to 1½ millions, or may continue original rates and use excess over $1,000,000 for purchase of new school busses. Other provisions dealing with contingent reserve payments, determination of loss, inspection and removal of hazards, kinds of policies and uniform premium accruals.) Introduced by Ingram. Sent to Committee on Education.

SB216. To Amend Chapter 450 of the Public Laws of 1935 Relating to the Issuance of School District Refunding and Funding Bonds. (Would allow city or town, whose boundaries are coterminous with those of district, to issue, in name of district, funding or refunding bonds under Municipal Finance Act and Local Government Act except that no debt statement need be filed as provided by C.S. 2938 and 2943, and with minor exceptions.) Introduced by Martin. Sent to Committee on Education.

HB609. To Amend Section 8, Chapter 455, Public Laws of 1935, Relative to the Allotment of Teachers in Cases of Epidemic. (Would make it duty of each County Health Officer to certify to State School Commission fact that an epidemic has visited certain community, nature thereof, period of duration, and average number of pupils absent from school as result thereof, which statement is conclusive as to average daily absence due to epidemic. School Commission, in allotting teachers on basis of daily attendance, would be required to count as present pupils so certified as absent.) Introduced by Finch. Sent to Committee on Education.

HB626. To Supplement the Salaries of Classroom Teachers Out of Any Surplus in the General Fund During Next Biennium. (Provides that any surplus in the General Fund during next biennium, not exceeding $1,700,000 each year, be used to supplement classroom teachers' salaries. Defines "classroom teacher" as one not receiving additional compensation for administrative duties.) Introduced by Barker, Uzzell and Bryant. Sent to Committee on Appropriations.

SB255. To Amend the Constitution to Provide for a State Board of Education, to Limit Legislation by the General Assembly with Respect to Local Government, to Prohibit Appointment of a Member of the General Assembly to an Office Created by It, and to Confer the Veto Power upon the Governor. (Would submit four constitutional amendments including creation of a State Board of Education consisting of State Superintendent of Public Instruction as Chairman and 6 members appointed by Governor and approved by joint session of Assembly as one of them.) Introduced by Ratcliff. Sent to Committee on Constitutional Amendments.

HB663. To Amend Section 60 of Chapter 136 of the Public Laws of 1923 Relating to the Erection and Repairing of School Buildings in Order to Place the Control of and the Responsibility for the Building of New School Houses and the Repairing of Old School Houses on the Board of Trustees of Any Special Charter District in which Buildings are to be Built or Repaired. (Would do as title indicates and provide that all contracts for such buildings and repairs in such districts be approved by the Superintendent of Schools before payment is made.) Introduced by Horton. Sent to Calendar Committee.

HB744. Providing Sick Leave for the Public School Teachers of the State. (Would allow leave of 1 day for each school month under same rules as other State employees.) Introduced by Cooper of New Hanover. Sent to Calendar Committee.

HB768. To Require the Use of Automatic Fire Protection Appliances on Busses, Including School Busses and Motor Vehicles Carrying Inflammable Materials and Trucks Carrying Prisoners in Cages. (Effective June 1, 1937. Would require vehicles mentioned, and trucks carrying property for hire, to carry equipment approved by National Board of Fire Underwriters using vaporizing liquid carbon tetrachloride base, in non-refillable container with visible contents.) Introduced by Craig and Sentelle. Sent to Calendar Committee.

HB846. To Appoint Certain Members of the Board of Education of Respective Counties of North Carolina, fix Their Terms of Office, and Limit Compensation at State Expense. (The biennial Board of Education omnibus bill.) Introduced by Horton. Placed on Calendar.

HB921. To Declare April 23, 1937, a State Holiday for Public Schools to the End that Teachers and Students May Attend Centennial Celebration. (Of centennial of public education in N. C.) Introduced by Barker. Sent to Calendar Committee.

HB1002. To Empower the State School Commission to Provide High School Facilities for Ocracoke Island, Hyde County. (Would direct provision of enough teachers for standard high school instruction, effective July 1, 1937.) Introduced by Davis of Hyde. Sent to Calendar Committee.

LA SALLE COMMEMORATION

Friday, March 19th, will be the 250th Anniversary of the murder of Rene Robert Cavalier, Sieur de La Salle, the noted French explorer, whose explorations affected the history of this country in the Great Lakes region and the Ohio and Mississippi River valleys. Any school wishing material for classroom or assembly use on the occasion of this particular commemoration should write The La Salle Memorial Committee of South Bend, Indiana.

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NATIONAL P.T.A. CONVENTION RICHMOND, VA.

The 41st Annual Convention of the National Congress of Parents and Teachers will meet in Richmond, Virginia, May 3-7. The Convention program will be based on the theme, "The Place of the Home in the Community". In development of this theme, Mrs. B. F. Langworthy, National President, and the program committee have arranged for a series of panel discussions and conferences led by specialists in the subjects chosen for consideration, and for addresses by several of America's foremost educators.

For information about the Convention, write to the National Congress of Parents and Teachers, Washington, D. C.

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PRINTED REPORTS

We have a request from the Library of the University of North Carolina, Chapel Hill, for copies of any printed reports of county and city superintendents, such reports being in demand by graduate students majoring in education. If any superintendent has printed reports covering the operation of the public schools during the past ten years, please send copies of such reports to Miss Mary L. Thornton, in charge of the North Carolina Collection, The Library, Chapel Hill, N. C.

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AMERICAN CONSERVATION WEEK

American Conservation Week will be observed this year during the first week in April. Preliminary conservation rallies will be held from April 1 to 4 and other ceremonies will take place from April 5 to 11. Debates, essays, posters, exhibition contests, school assemblies and dedication of school trees would be appropriate for this celebration. Mr. Harry G. Vavra, National President of the Educational Conservation Society, and Chairman of the American Conservation Week Committee, will deliver a radio address for the occasion over a coast to coast network of the Columbia Broadcasting System, Monday, April 5, from 4:15 to 4:30 P.M. Eastern Standard Time.

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SUPPLEMENTARY HIGH SCHOOL TEXTBOOKS

The books given on the following six pages comprise a complete list of textbooks adopted by the State Board of Education for supplementary use in the public high schools of the State. Under the law these books are not to be used to the exclusion of State adopted basal texts, but are only to be used as supplementary to and for the completion of the course of study. The years refer to the period of contract.

STATE ADOPTED HIGH SCHOOL TEXTBOOKS - SUPPLEMENTARY USE

Grade	Text and Publisher	F.O.B. Price	Retail Price
	I. MATHEMATICS (1937-1942)		
	Supplementary Material		
8	Lennes Essentials of Arithmetic (Laidlaw)	.33	.38
8	Arithmetic Workbook (Scott)	.27	.31
8	New Mathematics Workbook (Allyn)	.45	.52
	General Mathematics		
9	Essentials of Mathematics (Laidlaw)	.39	.45
9	9th Grade Jr. H. S. Mathematics (Webster)	.12	.14
	First Year Algebra		
9	Work and Test Book in Elementary Algebra (Row)	.45	.52
9	Unit Workbook in Algebra (Allyn)	.52	.60
9	Practice Exercises in Algebra (Webster)	.24	.28
	Geometry		
10	Plane Geometry, a Text-Workbook (Webster)	.48	.55
10	Text and Tests in Plane Geometry (Ginn)	.57	.66
10	Geometry Workbook (Allyn)	.60	.69
10	Workbook in Plane Geometry (World)	.60	.69
10	Standard Service Geometry Workbook (Scott)	.33	.38
	Miscellaneous		
	Mathematics of Everyday Life (Inor)		
	Drill Unit	.68	.78
	Leisure Unit	.672	.77
	Geometry Unit	.768	.88
	Finance Unit	.576	.66
	Mathematics in Life (World)		
	Unit A.- Measurement	.18	.21
	Unit B - Constructions	.21	.25
	Unit C.- Drawing to Scale	.18	.21
	Unit D - Per Cents	.21	.25
	Unit E - Uses of Graphs	.21	.25
	II. LATIN (1937-1942)		
	General		
	Word Heritage (Lippincott)	.84	.966
	Classical Myths (Allyn)	1.35	1.55
	Rome and the Romans (Macmillan)	1.80	2.07
	First Year		
	Latin Practice Book, 1st Year (Webster)	.28	.35
	New Progress Tests in Latin (Macmillan)	.30	.35

Second Year

Proficiency Tests and Workbook for Second Year Latin (Silver)	.42	.49
Latin Practice Book, 2nd Year (Webster)	.28	.35

III. BUSINESS EDUCATION (1937-1942)

Workbook to Accompany "20th Century Bookkeeping and Accounting" (South-Western) - First Year	.54	.62
Advanced	.45	.52
Workbook to accompany "Social Business Arithmetic" (Mentzer)	.51	.59
Store Salesmanship (Prentice)	1.50	1.72
Workbook for "General Business" (South-Western) Elementary or Advanced	.30	.35
Gregg Shorthand Manual - Anniversary Ed. (Gregg)	1.12	1.29
Gregg Shorthand Dictionary (Gregg)	1.12	1.29
Gregg Shorthand Phrase Book (Gregg)	.75	.87
Five Thousand Most-Used Shorthand Forms (Gregg)	.24	.28
Office Appliance Exercises (Gregg)	1.20	1.38
Understanding Advertising (Gregg)	.90	1.04
Workbook for "Business-Economic Problems" (South-Western)	.45	.52
Laboratory Materials for "Applied Secretarial Practice"(Gregg)	.45	.52
Workbook to accompany "Fundamentals of Salesmanship" (South-Western)	.33	.38
Workbook to accompany "Fundamentals of Retail Selling" (South-Western)	.45	.52
Fundamentals of Advertising (South-Western)	1.20	1.38
The Business of Life, Part One (Rowe)	.975	1.08

IV. VOCATIONAL AGRICULTURE (1937-1942)

Farm Crops (Smith)	1.35	1.55
Southern Field Crop Enterprises (Lippincott)	1.50	1.725
Livestock Farming (Smith)	1.80	2.00
Swine Enterprise (Lippincott)	1.50	1.725
Dairy Enterprise (Lippincott)	1.50	1.725
Horticulture (Smith)	1.80	2.00
Job Operations in Farm Mechanics (Interstate)	.9375	1.08
Farmers Shop Book, 5th Edition (Bruce)	2.10	2.42
Farm Management and Marketing (Lippincott)	1.50	1.725
Marketing of Farm Products (Interstate)	1.50	1.73

V. HOME ECONOMICS (1935-1940)

Student Record Book for Home Practice and Home Project Work (Smith)	.24	.28
Home Economics Home Project Record Book (Houghton)	.19	.22

VI. INDUSTRIAL ARTS (1937-1940*)

Automobile Mechanics

Automotive Essentials (Bruce)	1.44	1.66

Bricklaying

Practical Bricklaying (McGraw)	1.3125	1.51

*Exceptions noted.

Carpentry

Carpentry (Manual Arts Press)	1.125	1.30

Drafting (1935-1940)

Mechanical Drawing for High Schools (McGraw)	1.13	1.30
Drafting (McGraw)	.60	.68

Electricity

Essentials of Electrical Work (Manual Arts Press)	1.20	1.38
Electricity (McGraw) (1935-1940)	.38	.43

General Shop

General Shop Handbook (Manual Arts Press)	.75	.87
School and Home Shopwork (Allyn)	.90	1.03

Metal Work

Metalcraft and Jewelry (Manual Arts Press)	1.50	1.73
Essentials of Metalworking (Manual Arts Press)	.99	1.14
Sheet Metal Work (Manual Arts Press)	.6375	.74

Woodwork

Essentials of Woodworking (Manual Arts Press)	1.02	1.18
Instructional Units in Hand Woodworking (Bruce)	1.11	1.28
Instruction and Information Units for Hand Woodworking (McCormick) (1935-1940)	.60	.75

VII. MUSIC (1937-1942)

Glee Clubs

Basic Songs for Male Voices (American)	1.05	1.19
Laurel Glee Club for Male Voices (Birchard)	.75	.85
Glee Club Book for Girls (Ditson)	.72	.87
Concert Songs for Girls (Birchard)	.9375	1.05

Content Courses

Music of Many Lands (Silver)	1.14	1.32
Harmony for the Ear, Eye, and Keyboard (Ditson)	1.08	1.30
An Approach to Harmony (Silver)	1.32	1.52
A Gateway to Music (Heath)	1.11	1.28
Elementary Music Theory (Ditson)	1.08	1.30
Signposts to Music (Fischer)	1.08	1.30

Supplementary Workbook

My Musical Measure (Allyn)	.60	.69

Instrumental Music - Beginning Band

Moore Band Course (Fischer)	.55	.65
Moore Band Course Manual (Fischer)	.91	1.08
Band Class Method (Witmark)	.20	.23

Advanced Band

Carl Fischer Symphonic Band Folio, Parts (Fischer)	.43	.52
Symphonic Band Folio Score (Fischer)	.72	.87
Bridging the Gap (Fischer)	.22	.26
Bridging the Gap, Manual (Fischer)	.91	1.08
American Symphonic Band Book (American)	.36	.41
Conductor's Score (American)	1.77	2.01

Young Orchestra

Orchestra Class Method (Witmark)	.33 1/3	.39
Violin Class Method, Books I, II, III (Fischer), each	.47	.58

More Advanced Orchestra

Progressive Orchestra Folios, Vol. I (Fischer)		
Parts	.36	.44
Piano Part	.72	.87
Organ Part	.72	.87
The Symphony Series, Vol. I (Silver)		
Bass, Bassoon, Cello, First Clarinet, Second Clarinet, First Cornet, Second, Cornet, Drums, Flute, First Horn, Second Horn, Oboe, Trombone, Tympani, First Violin, Second Violin, and Viola (each)	.57	.65
Piano	.94	1.08
Conductor's Scores, Nos. 1, 2 and 6	.75	.87
Conductor's Scores, Nos. 3, 7, 8 and 9	1.23	1.42
Conductor's Score, No. 4	1.50	1.73
Conductor's Score, No. 5	1.95	2.25

VIII. SOCIAL STUDIES (1935-1940)

Citizenship Workbooks

(1) Civics

8	Laboratory Textbook in Civics (Houghton)	.57	.66
8	Directed Civics Study (World)	.45	.52
8	Civics of Today (Sanborn)	.45	.57

(2) Guidance

8	A Student's Work Book in Guidance (McGraw)	.68	.77
8	My Guidance Scrapbook (Allyn)	.45	.56

(3) Vocations

8	Work Book in Vocations (Houghton)	.45	.52
8	My Occupation (Ginn)	.60	.69

(4) Character Education

8	Junior Guidance (Mennonite)	.374	.43

World History Workbook

9	Our Heritage: A Work Guide Book to World History (Prather)	.48	.50

World History Guide Book

9	Directive Study Sheets in World History (Houghton)	.27	.31

Ancient and Medieval History Workbooks (Alternate Course)

9-10	Directed High School History, Book One (World)	.51	.59
9-10	Early Progress Work Book (Allyn)	.60	.75

Modern History Workbooks (Alternate Course)

9-10	Directed High School History Study, Book Two (World)	.54	.63
9-10	Laboratory Manual for Modern European History (Heath)	.48	.56

United States History Workbooks

10	American Civilization in Action: A Work Guide to Our History (Prather)	.48	.55
10	Directed High School: United States of America - Book Three (World)	.54	.63
10	Work Guide in American History (Houghton)	.45	.52

Problems of American Democracy Workbooks

11	Workbook in Problems of American Democracy (Heath)	.36	.42
11	Workbook in American Problems (Webster)	.39	.52

IX. READINGS AND GUIDE BOOKS (1935-1940)
(For Home Room Use for Teachers and Pupils)

Citizenship

(1) Civics

8	Citizenship Readers: American Government and Citizenship, Book Eight (Lippincott)	*.66	.74
8	Economic Citizenship (Heath)	.87	1.00
8	Economic Citizenship (Allyn)	.90	1.13
8	The Government of North Carolina (University)	.21	.25
	20 or more copies	.18	.25

(2) Guidance

8	Beyond the School (Holt)	1.05	1.17
8	Planning Your Future (McGraw)	1.13	1.30
8	Our World of Work (Allyn)	1.05	1.32
8	Courses and Careers (Harper)	1.05	1.20

(3) Vocations

8	Vocations (Houghton)	1.11	1.28
8	I Find My Vocation (McGraw)	1.05	1.19
8	Guidance for Youth (Ginn)	1.05	1.21

(4) Character Education

8	Fiber and Finish (Ginn)	.60	.69
8	Girls and Their Problems (Ginn)	1.14	1.32
8	The Girl Today: The Woman Tomorrow (Allyn)	.90	1.13

(5) Miscellaneous

8	Vocational Civics (Ginn)	.96	1.11
8	Readings in American Citizenship (Houghton)	1.20	1.38

*F.O.B. Raleigh.

World History

(1) Negro History

9	Negro Makers of History (Associated)	1.125	1.125

(2) Miscellaneous

9	Changing Governments and Changing Cultures (Ginn)	1.50	1.73
9	Story of Nations (Holt)	1.47	1.64

Ancient and Medieval History

9-10	Readings in Early European History (Heath)	1.50	1.73
9-10	Directed Study Guide (Ginn)	.60	.69

Modern History

9-10	Readings in Modern European History (Heath)	1.50	1.73
9-10	Changing Governments and Changing Cultures (Ginn)	1.50	1.73
9-10	Story of Nations (Holt)	1.47	1.64

United States History

10	America - Its History and Its People (Harper)	1.65	1.90
10	An Introduction to Problems of American Culture (Ginn)	1.47	1.69
10	A Primer of the New Deal (American Ed. Press)	.25	.35

Economics - Sociology

11	American Civilization Today (McGraw)	.60	.68
11	Readings in Civic Sociology (World)	1.20	1.38

Problems of American Democracy

11	Our Economic Society and Its Problems (Harcourt)	1.38	1.72
11	Modern Problem Booklets (American Ed. Press)	.10	.15
11	Readings in American Citizenship (Houghton)	1.20	1.38
11	The American Government (Allyn)	1.35	1.69
11	An Introduction to Problems of American Culture (Ginn)	1.47	1.69

X. HEALTH (1935-1940)

8-9	Physiology and Health (Heath)	.72	.83
8-9	Health and Human Welfare (Lyons)	1.05	1.31
8-9	Health Essentials (Ginn)	1.20	1.38
10-11	Healthful Living (Macmillan)	1.35	1.52
10-11	Foundations of Health (Houghton)	1.08	1.24

SCHOOL PUBLICATION HONORS

As stated in this publication before, many schools are now issuing mimeographed or printed papers. All of these schools are to be congratulated upon their fine work in this respect. Especial mention should be made, however, of the fact that several of these North Carolina papers won recognition in the annual competition contest recently conducted by the Columbia Scholastic Press Association.

Among the senior high schools with an enrollment of 801-1,500, THE HI-ROCKET, Durham, won the medal and THE HERALD, Second Ward High School (colored), Charlotte, won fourth place. In the group of high schools having an enrollment of from 301 to 800, GREEN LIGHTS of Greenville was placed first. First place was accorded HI-LIGHTS, Central Junior High School, Durham, among junior high schools with an enrollment of 701-1,200.

In the elementary division for mimeographed newspapers and magazines, first honors were accorded the MOREHEAD STUDENT and WATTS ELEMENTARY HIGH LIGHTS, Durham, and second honors went to SCHOOL LIFE also of Durham. Second honors were awarded to the FAIRVIEW SCHOOL NEWS, Charlotte, in the elementary division of mimeographed magazines.

Papers Received

The following is a complete list of papers received at the office of the State Superintendent. The letters P and M indicate whether they are printed or mimeographed. If other papers are issued regularly, please send a copy to L.H.Jobe, Division of Publications, in order that they may be included in the final list for the year.

MONTICELLO HI-LIGHTS, Monticello (M)
BETHEL BOOSTER, Woodsdale (M)
THE HUDSONIAN, Hudson (P)
STUDENTS STAR, Stokesdale (M)
BIT OF NEWS, Kannapolis (P)
THE PURPLE CLOUD, Cliffside (P)
GREENHOPE GAZETTE, Wake County (P)
EAST DURHAM ECHO, Durham (P)
TOWN TALK, Rowland (M)
TIP-TOP Tidings, Barnesville (M)
TABOR CITY TATTLER, Tabor City (P)
WILKESBORO HIGH LIGHTS, Wilkesboro (P)
THE PANTHER'S CLAW, Greensboro(P) (Col)
CANNON REPORT, Kannapolis (P)
THE HERALD, Charlotte (P) (Col.)
THE WEAVER, Cramerton (P)
OUR CLASSROOM NEWS-RECORD, Spring Hope (M)
GRANTHAM CHATTER, Goldsboro, R-1 (P)
THE ALEXANDRIAN, Taylorsville (P)
SCHOOL NEWS, Warrenton (M)
THE HAWKINS BULLETIN,Warrenton (M) (Col.)
THE HAWKINS HERALD, Warrenton (M) (Col.)
MONTHLY NEWS, Rockingham (M) (Col.)
PARENTS' BULLETIN, Morven (M)
THE SANDSPUR, Maxton (M)
THE FO-BA-HI, Fort Barnwell (P)
THE ECHO, Copeland High School (P)
S.L. SHEEP NEWS, Elizabeth City (P)
SPENCER HI-LIFE, Spencer (M)
M.H.S. BROADCASTER, Macon (M)
L.H.S. RAMBLER, Littleton (M)
THE POINTER, Stony Point (M)
SEABOARD SCHOOL NEWS, Seaboard (M)
THE HI-TIMES, Raleigh (P)
THE HI-ROCKET, Durham (P)
THE HILLSIDE VIEWS, Hamptonville (P)

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UNIVERSITY OF CINCINNATI SCHOLARSHIP

The University of Cincinnati will again award a scholarship for its 1937 summer session to some outstanding teacher of North Carolina. This scholarship will cover remission of summer session fees. For the entire summer term, June 7 to August 28, the tuition exemption would be worth $100-$150, dependent upon the recipient being an undergraduate or graduate student, preference being given to a graduate student being recommended. Teachers interested should make application to the State Superintendent of Public Instruction, Raleigh, N. C.

PEABODY SCHOLARSHIPS

George Peabody College for Teachers, Nashville, Tennessee, has allocated four scholarships of $25.00 each to this State for the summer session of 1937. The scholarships are credited toward tuition and college fees only. Students receiving these scholarships will reside in the college dormitories unless excused by the Dormitory Life Committee.

The absolute requirements are:

1. The student must be in attendance during the entire twelve weeks of the summer session.

2. The applicant must be engaged in teaching or planning to take up teaching immediately.

3. No applicant is eligible who has been enrolled in college during the academic year just preceding.

4. Recommendations for the scholarships must be made by the State Superintendent of Public Instruction officially. (Write for application blank).

5. Committee on scholarships must receive notice of the recommendations for the scholarships by June 1, 1937. In no case will applications be acted upon after that date. Applications must be made to State Superintendent on or before May 1, 1937.

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MICHIGAN COLLEGE OF MINING AND TECHNOLOGY SCHOLARSHIP

The Michigan College of Mining and Technology, Houghton, Michigan, has announced the 1937 United States scholarship awards. One of these scholarships remitting matriculation fee, $25.00, and tuition fee, $50.00, each year throughout a four-year course, is available for a representative student from North Carolina.

The following regulations should be closely observed by students interested:

1. Selection of candidate rests with State Superintendent of Public Instruction or with the registrar of the college.

2. Student should be in upper half of his class and deserving.

3. One scholarship only, each year, available for State.

4. Unless a student has advanced credit to offer, he should enroll at opening of fall term. Scholarship is effective beginning in school year 1937-38.

5. Transcript of record filled out by high school principal to accompany recommendation made by State Superintendent.

6. Scholarship remits matriculation and tuition fees for regular four-year course. course.

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ASHEVILLE levied a supplementary tax of .125 cents during 1936-37 instead of .25 cents as carried on page 12 of our January BULLETIN.

THE NATION'S ADULT EDUCATION

The U. S. Office of Education has recently issued a statement giving an estimate of the education of all persons 21 years of age and over in the United States. "Although the population of the United States is probably the best educated national group in the world," the statement reads, "the average American has completed only an elementary school course of study."

These estimates of education are as follows:

Education 1934	Number	Per cent
College graduates	2,204,000	2.93
Some college work	3,069,000	4.08
High school graduates only	5,153,000	6.85
Some high school work	14,285,000	18.99
Elementary school graduates only	14,049,000	18.68
Some elementary	32,781,000	43.58
Illiterates	3,675,000	4.89
Total	75,216,000	100.00

These figures are based on the number of college and high school graduates each year since 1870, life tables compiled by the Bureau of the Census, grade enrollment figures reported at various times to the Office of Education, and the number of illiterates and number of persons 21 years of age and over reported by the Bureau of the Census.

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WPA EDUCATION PROGRAM

In the February number of THE PROJECTOR, monthly publication of the N. C. WPA Program, a report of the work for the month of January is presented. This report shows that a total of 680 persons were employed and 19,419 students were enrolled. The following table shows the distribution of these teachers and students by types of education:

Type of Education	Number Teachers	Number Students
1. Literacy and Naturalization Education	367	12,693
2. Workers' Education	3	148
3. Public Affairs Education	1	52
4. Parent Education	17	598
5. Homemaking Education	38	1,285
6. Vocational Education	32	1,101
7. Education in Avocational and Leisure Time Activities	11	1,295
8. College Level Instruction	--	--
9. Correspondence Instruction	2	220
10. Other General Adult Education	87	1,279
11. Nursery Schools	49	748
12. Unclassified (Supervisors, etc.)	73	--
Total for State	680	19,419
Men	126	6,011
Women	554	12,660
Boys (Nursery)	---	343
Girls (Nursery)	---	405

PRINCIPAL'S MONTHLY REPORTS and BLUE SHEETS. If any superintendent or principal has more of these forms on hand than will be needed this school year please return to L.H.Jobe, Raleigh. We do not wish to reprint these forms unless absolutely necessary.

CONFERENCE OF SCHOOL BOARDS

County and city school governing boards of the State have been invited to attend a conference "for the purpose of promoting sound unification of policy and practice" at the University of North Carolina, Chapel Hill, on May 5, it has been recently announced.

Objectives of the conference, according to Prof. Guy Phillips who made the announcement, are to discuss practical problems of school board procedure; to study the 1937 school machinery act; to analyze current trends and problems in public education, and to consider plans for an effective State-wide organization of school boards and trustees.

According to a preliminary announcement of the program, sessions will begin at 10 o'clock Wednesday, May 5, and will continue through 4:30 that afternoon.

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JR. HIGH SCHOOL CONFERENCE

There will be a conference of Junior High Schools, April 16-17, Washington, D. C. The general theme of this conference is to be: "In what ways and to what extent has the junior high school succeeded in attaining its objectives and what are the next steps?" An interesting program has been arranged. Persons interested in this conference should write Mr. Lester T. Walter, Chairman, Junior High School Conference, Lamont Street and Hiatt Place, N. W., Washington, D. C., for further information.

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FLORENCE (ITALY) SCHOOL FOR BOYS SCHOLARSHIP

The Florentine School for Boys through the cooperation of the Royal Italian Government has announced a scholarship open to any American boy who has completed the eighth grade or its equivalent and who has not yet entered college. The scholarship provides full instruction, board, residence, laundry, and the use of textbooks during the school year, and provides for travel in Italy and other European countries during vacation. The scholarship is awarded on the basis of high character and intellectual ability, the award being made by the Royal Italian Ambassador in Washington.

Applicants for 1937-38 should submit to the Director, The Florentine School for Boys, Villa Ramberg già della Stufa, Florence, Italy, not later than May 1, 1937, the following: transcript of school record since September, 1935; two letters of recommendation; a small photograph, and a statement from parent or guardian authorizing the application.

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SCHOOL FACTS FOR MARCH

The March number of STATE SCHOOL FACTS gives a brief historical treatment of school attendance in the State during the current century. There is also shown a table giving the percentage of enrollment in average daily attendance for 1933-34 in the 16 Southern States, and the percentage of increase in both enrollment and attendance in these states. North Carolina, the table shows, made the greatest progress among these states in increase in attendance. Out of each 100 pupils enrolled in this State, it is shown, an average of 85 attended school every day.

School attendance among the county units of North Carolina, the publication further shows, varies from 96.7% of the membership in Durham County to 76.8% in Cherokee for white children, and from 97.3% in Swain to 71.4% in Clay for the colored children.

Instructional Service

PROGRAM PLANS SOUTHEASTERN ARTS ASSOCIATION

Tentative program plans have been released for the annual convention of the Southeastern Arts Association to be held here April 8, 9, and 10. Out-of-state speakers include such well-known figures as Dr. Arthur R. Young of Columbia University and Miss Edith Nichols of the New York Public Schools. Each will bring an illustrative exhibit selected from schools doing distinctive work throughout the country in the development of the creative talents along the line of graphic and plastic arts.

A feature of the meeting will be a visit to the Laboratory of the Carolina Playmakers and the new University Museum.

The theme, "Art in Democratic Living", will carry through three sectional meetings on Friday, April 9, designed to meet the art needs of all teachers on the elementary, high school, college, and university levels.

Miss Elizabeth Bethea, Director of Art, Louisiana Polytechnic Institute, Ruston, Louisiana, is Chairman of the Program Committee. Representing the General Program Committee in Raleigh is Miss Juanita McDougald, State Department of Public Instruction. Miss Nancy O. Devers is Chairman of the Committee on Local Arrangements.

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NOTES

The Grammar Grade Group of the N.C.E.A. in the western district, has prepared a mimeographed bulletin of the symposium on the new curriculum report conducted at the fall meeting in Asheville. One copy for each school may be secured by writing N.C.E.A. headquarters, Raleigh, N. C.

The Southern Division of the American Health and Physical Education Association will meet in Houston, Texas, March 17-20.

In Scarsdale, N.Y., no admission charges are made for any inter-scholastic game. The school budget provides fees for officials and operating costs in athletics, making it illogical to charge the taxpayer to witness an athletic meet.

Schools maintaining departments of physical education would do well to secure the Self-Survey Form from the Minnesota State Department of Education.

During the week of March 8-13 conferences were held on Commercial Education with superintendents, principals and teachers in the various sections of the State. Meetings were held at Asheville, Charlotte, Greensboro, Raleigh, Greenville and Wilmington. The average attendance at these meetings was between thirty and forty. The publishers of the books adopted for use at the beginning of the session 1937-38 sent representatives as follows: Gregg Publishing Company, C. E. Zoubek, and C. R. Dubbs; D. C. Heath & Company, Mr. O'Brien; and South-Western Publishing Company, D. A. Cooper.

DATES FOR SOCIAL DISEASE CONFERENCES

The State Department of Public Instruction is cooperating with the State Board of Health in holding conferences on Sex Problems and Venereal Disease Control. The dates for the conferences are March 1st to May 7, 1937.

These conferences are planned and held for teachers of Science, Health, Home Economics, Physical Education including athletic coaches, and Agriculture.

The schedule of the conferences for next week is as follows:

Date	Counties Included in Conference	Conference Center
March 22 - 3:00-5:30 P.M.	Rowan and Davidson	Salisbury
" 22 - 7:30-9:00 P.M.	Alexander and Iredell	Statesville
" 23 - 3:00-5:30 P.M.	Surry and Yadkin	Elkin
" 23 - 7:30-9:00 P.M.	Forsyth, Davie and Stokes	Winston-Salem
" 24 - 3:00-5:30 P.M.	Guilford and Alamance	Greensboro
" 24 - 7:30-9:00 P.M.	Rockingham and Caswell	Reidsville
" 25 - 3:00-5:30 P.M.	Durham and Orange	Durham
" 25 - 7:30-9:00 P.M.	Person	Roxboro
" 26 - 3:00-5:30 P.M.	Granville	Oxford
" 27 - 9:30-12 A.M.	Warren	Warrenton

Please notify your principals and teachers and make all necessary arrangements with reference to place of meeting and otherwise, for a successful conference.

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STATEWIDE HIGH SCHOOL DEBATE

The 25th annual Statewide high school triangular debating contest, sponsored by the University of North Carolina, will be held throughout the State on April 2, and the final contest for the Aycock Memorial Cup will be held at Chapel Hill on April 21 and 22. More than 225 high schools have already signified their intention of participating in this contest.

The query to be discussed this year is: "Resolved, That the government should own and operate all electric light and power utilities." This question is the national high school debate topic for the year and is to be discussed by 35 state debate leagues.

Sixteen schools have won the Aycock Memorial Cup for one or more years each, since the annual contests were inaugurated in 1913.

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MISS PARROTT ASSISTS IN COMPILING BOOKLET

Bibliography No. 43, "Good References on Elementary Education Teaching Methods", is the title of a little booklet recently issued by the Office of Education, Washington, D. C. This booklet was compiled jointly by Miss Hattie Parrott of this Department and Miss Martha R. McCabe, Assistant Librarian, of the Office of Education. It contains a selected list of titles related to the principles of learning as they determine general teaching methods and specific techniques in the elementary school.

MATHEMATICS CONFERENCE

In order to acquaint the superintendents, principals and teachers with the new Mathematics textbooks and to consider plans and methods for effective teaching of Mathematics the State Department of Public Instruction and representatives of the publishers of State adopted books will hold a series of conferences throughout the State during the last of this month and the first of April. The dates and places of these conferences are as follows:

March 22 - Cullowhee (W.C.T.C.)	April 1 - Fayetteville
" 23 - Asheville	" 2 - Rockingham
" 24 - Morganton	" 3 - Raleigh
" 25 - Boone (A.S.T.C.)	" 5 - Rocky Mount
" 26 - Shelby	" 6 - Elizabeth City
" 27 - Charlotte	" 7 - Greenville (E.C.T.C.)
" 29 - Winston-Salem	" 8 - New Bern
" 30 - Reidsville	" 9 - Wilmington
" 31 - Durham	" 10 - Goldsboro

In order not to interfere with the regular class work more than is absolutely necessary the program is arranged as follows for teachers of General Mathematics, Algebra, Geometry, and Arithmetic (Grades 5-7):

2:30 - 3:00 P.M. - Registration
3:00 - 5:30 P.M. - Presentation of Course of Study
Discussion General Mathematics,
Arithmetic and Algebra
6:00 - 7:00 P.M. - Supper
7:00 - 8:00 P.M. - Geometry. Demonstrations
8:00 - 9:00 P.M. - Special Problems. Summary

Teachers of Mathematics will attend the conference most convenient to them. Every Mathematics teacher is urged to attend one of the eighteen conferences.

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LOST COLONY HISTORY CONTEST

The Roanoke Island Historical Association has recently announced a $250 prize contest for the best papers written by high school students on "The Lost Colony". Each paper, the announcement states, shall not exceed 1,200 words, and is to suggest some solution to the mystery of the fate of the 100 men, 12 women and 9 children who settled Roanoke Island in July 1587 - 350 years ago this summer - and disappeared from the pages of authentic history.

First prize for the solution of this mystery is $50, and second prize is $25. Five additional State prizes of $5 each will also be offered; and 100 of the Virginia Dare - Sir Walter Raleigh Commemorative Half Dollars, each worth $1.50, have been set aside to be awarded the contest winners in the 100 counties of the State.

State school officials and the North Carolina Historical Commission are cooperating with the sponsors in putting on this contest. Judges are Dr. C. C. Crittenden, Secretary of the N. C. Historical Commission; Jule B. Warren, Secretary of the N. C. Education Association; and Dr. J. Henry Highsmith, Director of the Division of Instructional Service for this Department. County school superintendents will appoint judges to act with them in the county contests.

The contest closes April 15, and county winners are to be announced April 30. The State prizes will be awarded on or about May 15.

Vocational Education

ADDITION TO VOCATIONAL STAFF

This office takes pleasure in announcing the appointment of Miss Virginia Ward as Assistant State Supervisor of Home Economics Education. Miss Ward, a native North Carolinian, is a graduate of the Woman's College with several years experience in vocational teaching at Aurora and as Home Demonstration Agent in Gaston County.

In both of these positions she made such a conspicuous contribution to the programs of which she was a part as to merit State-wide recognition. The State Department is quite fortunate in being able to secure Miss Ward for this position. From her experience she should make a fine contribution to the promotion of the Vocational Education Program.

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YOUNG TAR HEEL FARMERS DONATE TO FLOOD RELIEF

The eleven thousand students of vocational agriculture located in 79 counties who are members of the State-wide organization of Young Tar Heel Farmers with 252 local chapters responded to the call for aiding the people in the flood disaster of the Mississippi and Ohio Valleys by making contributions to their local Red Cross Chapters.

The Young Tar Heel Farmers are ready for such an emergency as they are well organized. Each local chapter has its officers and program of work. One of the aims of the organization is to develop cooperative effort among farm boys.

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MORE HIGH SCHOOLS DESIRE AGRICULTURAL DEPARTMENTS

The eagerness with which rural high schools are jumping at the chance to get agricultural departments incorporated into their curricula under a new Federal provision which allows more money for this type of work is very encouraging. An example of this desire for agricultural departments in these schools is taken from a recent issue of the Gastonia Gazette, Gaston County.

Two of the leading high schools of that County, Cherryville and Dallas, backed by their superintendents and leading patrons, among whom were many farmers, appeared before the board of county commissioners and asked that they be given an agriculture teacher. Other schools in the county are expected to do the same thing before the end of the year.

The advocates of the Dallas school made the striking point that 60 or 75 per cent of the boys in that school came from the farm, and that they would probably return to farming as a career. They pointed to the remarkably successful history of the Tryon school, stating that their boys had just as much native ability and ingenuity as the boys of the neighboring community,. and that they wanted them to have a chance to learn something about farming. Several farmers pointed out the advantages they had secured from attending the summer courses at N. C. State College. One farmer said that such a course in the high schools of the county would do much toward creating a love of farm life and farm things, and would do much to keep boys on the farm.

WHEN WE TEACH THE CHILD

What do we do when we teach the child?
We put a thought that is sweet and mild
Into a heart that is waiting for seed,
Into a heart that has never felt greed,
The man with such thoughts is never beguiled,
For we teach the man when we teach the child.

What do we do when we teach the child?
We take the treasures that may be piled
In lesson or poem of Nature's store,
And transform them all into golden ore
Of character, which cannot be reviled;
The strong man comes from the well-taught child.

What do we do when we teach the child?
We take the nature untamed and wild,
And mould it into a life serene,
With heart and will and judgment clean,
We make the man who is undefiled
When we teach, as we ought, the little child.

What do we do when we teach the child?
We plant the truth where The Undefiled,
Our Lord and Master, said freedom makes,
Through knowledge true freedom comes and takes
It's place, and dominates passion wild;
We have saved the man, when we've saved the child.

- Author Unknown.

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VOLUME 1 NUMBER 7

April, 1937

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

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STATE LIBRARY

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

April 21, 1937

To Superintendents, Principals and Teachers:

The Harrison-Black-Fletcher Bill providing for federal support of public education is now before Congress. This bill provides for the distribution of $100,000,000 to the several states for the first year, and an increase of $50,000,000 annually until a total appropriation of $300,000,000 is reached. From the appropriation as proposed, North Carolina would receive $3,154,615 for the first year with an annual increase until a total of $9,463,845 is reached at the end of the fifth year. The bill with reference to the distribution of the fund and to its administration is distinctly favorable and satisfactory. Those of us who have been struggling to increase the State appropriations for the support of public education realize that the State is approaching the limit of its ability to support its schools under present conditions. The enactment of the Harrison-Black-Fletcher Bill into law would be of distinct benefit to this State, and would provide funds with which to develop an educational program beyond that which we can provide from State sources.

If you favor the enactment of this bill into law, I would suggest that you write your Congressmen and Senators at the earliest possible moment, and also have other interested citizens in your community do likewise. Since the fate of the bill will probably be determined within the next few weeks, an immediate expression from you to the proper authorities would be most timely.

With best wishes, I am

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

Volume I April, 1937 Number 7

* * * *

"If ever there was a cause, if ever there can be a cause, worthy to be upheld by all of toil or sacrifice that the human heart can endure, it is the cause of education." - Horace Mann.

NOTES AND ANNOUNCEMENTS

General

OTHER EDUCATIONAL BILLS INTRODUCED

The North Carolina General Assembly of 1937 adjourned on March 23 at noon. After the BULLETIN for March was issued the following public bills relating to education were introduced:

SB421. To Provide for Appraisal of and to Regulate the Manner of Insuring Public School Buildings in North Carolina. (Would provide for appraisal by chairman of commissioners, secretary of county board of education, and building contractor employed by them by September 1, and biennially thereafter. Appraisal Board to report in 30 days to County Board of Education and State School Commission as to valuation of each building and contents. Custodians of school property required to issue after September 1 at 50% to 90% of appraised value under schedule policy of specific amount against fire or lightning. County commissioners to provide funds for payment of premiums. Violation of act $25 to $50.) Introduced by Ingram. Sent to Calendar Committee.

HB1129. To Direct the Governor to Appoint a Commission to Examine and Report upon the Public Educational System, and Make Recommendations with Respect to the same. (Would authorize Governor to appoint commission to investigate school system and school laws, and report to 1939 Assembly.) Introduced by Horton.

HB1172. Joint Resolution to Authorize and Empower the Governor of North Carolina to Name and Appoint a Commission of Seven Members, to Serve Without Compensation, for the Purpose of Determining Ways and Means of Providing More Suitable and Adequate Instruction in the Public Schools for Exceptional Children and to Make Recommendations to the Governor and General Assembly of 1939. (Self-explanatory.) Introduced by Horton.

HB1181. To Amend Section 4391, of the Consolidated Statutes Relating to Buying School Supplies from Interested Officer. (Would amend section mentioned, which prohibits purchasing school supplies from interested officers, so as to prohibit any teacher or officer, when rewarded or promised reward, from using influence in recommending or procuring supplies for any student or parents.) Introduced by Blankenship.

HB1239. To Guard or Protect School Children of North Carolina. (Would make it a misdemeanor, $50 or 30 days, for any person to exceed 35 miles per hour while meeting or passing a school bus containing school children.) Introduced by Sentelle. Sent to Calendar Committee.

EDUCATION BILLS ENACTED INTO LAW

The January, February, March, and this number of the BULLETIN give the public bills relating to education which were introduced at this session of the General Assembly. Rather than repeat the list of bills which were finally enacted into law, a numerical list of all the bills which were passed and ratified is given here:

SB7.	Safety of school busses.
SB48.	Educational Centennial Year.
SB133.	Tuition World War orphans.
SB216.	School district refunding.
HB48.	Free Textbooks in schools.
HB79.	School bus replacements.
HB250.	150th anniversary U. S. Constitution.
HB282.	Adult Education.
HB297.	Negro Education Commission.
HB406.	School machinery act.
HB479.	Teachers' retirement system (commission).
HB488.	Business school regulation.
HB498.	Roanoke Island Celebration.
HB663.	Special charter school building.
HB846.	Boards of education omnibus bill.
HB921.	April 23 holiday without pay.
HB1002.	Ocracoke Island school (local)
HB1129.	Education Commission.
HB1172.	Instruction for exceptional children (commission).

These laws together with such other laws deemed advisable to print will be assembled and issued in pamphlet form as soon as possible. The School Machinery Act is also to be printed in a separate bulletin. Copies of either may be secured from this department.

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RULINGS FROM ATTORNEY GENERAL

It is apparent that rulings of the Attorney General will be necessary on certain parts of the School Machinery Act. These questions are to be assembled as soon as possible and submitted to that office for interpretation. These decisions will be carried in the May number of this publication. Superintendents desiring a ruling on any point of this law should make his request to the State Superintendent of Public Instruction.

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SCHOOL ELECTIONS

Congratulations are extended to Scotland County for having carried a countywide election on April 6 to vote a 20-cent tax for better schools in that County. This is the second county (New Hanover was first) in the State to vote a tax of this kind since all local taxes were abolished by the General Assembly in 1933. The vote was 952 for and 477 against out of a total registration of 1,429.

On the same date the Oxford city unit failed by 37 votes to carry a 15-cent levy.

The five following city units have already signified their intention to hold elections this spring: Burlington, 20 cents; Pinehurst, 15 cents; Raleigh, 17 cents (June 8); Shelby, 15 cents; and Wadesboro, 25 cents.

TWO FORMER MEMBERS THIS DEPARTMENT DIE

Within the past few weeks two former members of the State Department of Public Instruction, W. H. Pittman and L. C. Brogden, have died.

Mr. Pittman was with the Department ten years from 1916 to 1926 as Director of Publications. Before coming to the Department of Public Instruction he was superintendent of schools of his native county, Edgecombe, for six years, and then again for five years after he left the Department. At the time of his death Mr. Pittman was Director of the Division of Purchase and Contract to which position he had advanced on January 1, of this year after having been Assistant Director since 1931.

Mr. Brogden had devoted practically his entire life to public education. He began his teaching career in the schools of Greensboro and later went to Kinston. He also taught in summer schools of the University at Chapel Hill for several years. He came to the Department of Public Instruction in 1910 and remained until 1933, when he retired from active school work. Mr. Brogden was one of the pioneers in the movement for consolidated schools, and while with the Department as Supervisor of Rural Schools prepared several bulletins on this phase of public education.

It is felt by members of this Department that the State has lost two men who made very definite contributions to the development of public education.

CHANGES IN SCHOOL SUPERINTENDENTS

There have been several changes in superintendents within the past few weeks. Those known definitely by this Department are the following:

C. F. Carroll, Jr., superintendent of Swain County, was elected to succeed the late T. Wingate Andrews as head of the High Point city unit.

C. L. Green, principal of the Maxton school, Robeson County, takes J. F. Pugh's place as county superintendent of the Robeson unit.

V. C. Matthews, principal of the Aurelian Springs school, Halifax County, was elected to succeed A. E. Akers, as superintendent of the county unit.

J. B. Hash, formerly superintendent of Ashe County, was again elected superintendent of schools in his native county.

N. F. Steppe, is returning to McDowell County, where he was superintendent several years ago, as the school head.

D. M. Robinson, formerly superintendent of Madison County, returns to that county.

Several other changes are contemplated, but such changes are not yet officially known. These will be given in the next BULLETIN.

COLORADO SCHOOL OF MINES SCHOLARSHIP

The Colorado School of Mines offers for the academic year 1937-38 one undergraduate scholarship, valued at approximately $250 per year, upon the proper recommendations of the State Superintendent of Public Instruction. The scholarship may remain effective for a maximum period of four years provided the student maintains a satisfactory scholastic standing and complies with the rules and regulations of the school. It exempts the holder from the payment of laboratory and tuition fees, but does not include exemption from matriculation, graduation, student fees, certain fees in geophysics, nor from living and personal expenses.

The School of Mines offers courses leading to degrees in mining, metallurgical, geological, and petroleum engineering. Elective courses are also offered in fuel engineering, geophysics, and the production and utilization of cements, refractories, clays and other non-metallic minerals.

Eligibility

Applicants for the scholarship must satisfy the entrance requirements specified in the catalog, page 15. Their scholastic standing should be at least in the upper third of their high school, preparatory, or college classes. Students who have had several years of college work as well as those who have recently completed their secondary or preparatory education are eligible for the scholarship, provided all other conditions are met. Applicants should be vigorous, both mentally and physically, and should possess character, courage, determination, force and the ability to think clearly. Specifically, they should possess scholarship and also those other qualifications essential to the making of a successful engineer.

Applicants should make application and submit a transcript of their scholastic credit to Clyde A. Erwin, State Superintendent of Public Instruction, not later than June 1, 1937.

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WPA EDUCATION PROGRAM

Although February report on the WPA Education Program shows a slight decrease in the number of teachers employed, the number of students is approximately 5,000 greater than shown in the January report. The comparison for the two months is as follows:

Type of Education	Number Teachers		Number Students	
	January	February	January	February
1. Literacy and Naturalization Ed.	367	252	12,693	7,426
2. Workers Education	3	---	148	41
3. Public Affairs Education	1	1	52	217
4. Parent Education	17	10	598	774
5. Homemaking Education	38	69	1,285	3,972
6. Vocational Education	32	22	1,101	836
7. Avocational and Leisure Time	11	23	1,295	2,482
8. College Level Instruction	---	---	---	119
9. Correspondence Instruction	2	2	220	85
10. Other General Adult Education	87	162	1,279	7,915
11. Nursery Schools	49	52	748	682
12. Unclassified - Supervisors	73	75	---	---
Total for State	680	668	19,419	24,549
Men	126	127	6,011	7,753
Women	554	541	12,660	16,114
Boys (nursery)	---	---	343	304
Girls (nursery)	---	---	405	378

NEW EDUCATIONAL RADIO SERIES

As a part of the Constitution Sesqui-Centennial Celebration, the U. S. Office of Education in cooperation with the Columbia Broadcasting System has introduced a new radio series of dramas under the title of "Let Freedom Ring". This broadcast is put on the air every Monday evening, 10:30 P.M. Several of the programs have already been heard, whereas others are to be dramatized during the ensuing weeks. The complete program is as follows:

Bill of Rights, February 22
Trial by Jury, March 1
Freedom of Speech, March 8
Freedom of Press, March 15
Freedom of Worship, March 22
Right to Petition, March 29
Right to Assembly, April 5
Right of Suffrage, April 12
Rights of Women and Children, April 19
Patent Rights, April 26
Right of Habeas Corpus, May 3
Freedom of Home, May 10
Right of Social Equality, May 17

To supplement these constitution radio dramas on the air - and to make each program more enjoyable and profitable - brief, concise summaries for reading, and as a guide to further study in these subjects have been prepared. This supplementary reading material includes a well-printed copy of the Constitution, and individual aids to each broadcast. All are from the Office of Education, Washington, D. C.

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CONGRESSIONAL DOCUMENTS

An advertisement appearing in a recent issue of the Library Journal states that James C. Howgate, Bookseller, 190 State Street, Albany, New York, wishes to buy Congressional Documents 1st through 39th Congress. Schools having such documents and wishing to sell them are requested to communicate with Mr. Howgate.

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PAGEANT ON PUBLIC SCHOOLS

The historical pageant covering the 100 years progress of the State in public education will be the highlight at the annual meeting of the North Carolina Education Association to be held in Durham next week, April 22, 23 and 24. The pageant will be presented on Friday, April 23.

The first part of the two-hour program will touch on education as far back as Plato, but major emphasis will be upon education as evolved in the State since 1837, when public education was first established. A preliminary concert by 15 bands from various schools throughout the State will inaugurate the pageant. Much of the music will be original compositions submitted by State talent.

A selected chorus of 500 children will participate in the program. There will be 3,000 students in the main parts of the pageant, while another 2,000 will participate in fill-in parts.

The pageant and its attendant ceremonies will be the biggest thing of its kind the State has ever seen. It is expected that the attendance at this meeting will be in excess of the attendance at any previous annual meeting.

GOVERNORS OF THE STATES

There have been several requests for a list of the governors in the several states. In response to this demand, we give below the names of these highest state officials.

State	Governor	Party	Yrs. Term	State	Governor	Party	Yrs. Term
Ala.	Bibb Graves	D	4	N.H.	F. P. Murphy	R	2
Ariz.	R. C. Stanford	D	2	N.J.	Harold G. Hoffman	R	3
Ark.	Carl E. Bailey	D	2	N.M.	Clyde Tingley	D	2
Calif.	Frank F. Merriam	R	4	N.Y.	Herbert H. Lehman	D	2
Colo.	Teller Ammons	D	2	N.C.	Clyde R. Hoey	D	4
Conn.	Wilbur L. Cross	D	2	N.D.	William A. Langer	Ind.	2
Del.	R. C. McMullen	D	4	Okla.	E. W. Marland	D	4
Fla.	Fred P. Cone	D	4	Ohio	Martin L. Davey	D	2
Ga.	E. D. Rivers	D	2	Ore.	Charles H. Martin	D	4
Idaho	B. Worth Clark	D	2	Pa.	George H. Earle	D	4
Ill.	Henry Horner	D	4	R.I.	Robert E. Quinn	D	2
Ind.	M. C. Townsend	D	4	S.C.	Olin D. Johnston	D	4
Iowa	N. G. Kraschel	D	2	S.D.	Leslie Jensen	R	2
Kan.	Walter A. Huxman	D	2	Tenn.	Gordon Browning	D	2
Ky.	Albert B. Chandler	D	4	Texas	James V. Allred	D	2
La.	Richard W. Leche	D	4	Utah	Henry H. Blood	D	4
Me.	Lewis O. Barrows	R	2	Vt.	George D. Aiken	R	2
Md.	Harry W. Nice	R	4	Va.	George C. Peery	D	4
Mass.	C. F. Hurley	D	2	Wash.	Clarence D. Martin	D	4
Mich.	Frank Murphy	D	2	W.Va.	Homer A. Holt	D	4
Minn.	Elmer Benon	F-L	2	Wis.	P. F. LaFollette	Prog.	2
Miss.	Hugh L. White	D	4	Wyo.	Leslie A. Miller	D	4
Mont.	Roy E. Ayres	D	4	Alaska	John W. Troy	D	4
Mo.	Lloyd C. Stark	D	4	Hawaii	Joseph P.Poindexter	D	4
Nebr.	R. L. Cochran	D	2	P.Rico	Maj. Gen. Blanton Winship, U.S.A. retired	Indef.	
Nev.	Richard Kirman	D	4				

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APPROPRIATION FOR PUBLIC SCHOOLS

The General Assembly increased the appropriation for the operation of the public schools for the eight months term by $4,365,367 for 1937-38 and by $4,086,160 for 1938-39. The estimated distribution of the total appropriation by objects for the two years is as follows:

	1937-38	1938-39
Commission cost	$ 62,983	$ 62,983
General control	652,628	652,628
Instructional service	20,266,006	20,855,799
Operation of plant	1,170,250	1,170,250
Fixed charges	10,000	10,000
Auxiliary agencies	2,234,500	2,234,500
Total appropriation	$ 24,396,367	$ 24,986,160

Within this total appropriation it was the intention of the General Assembly to increase the salaries and wages of all school employees by at least ten per cent of the salaries that were in effect January 1, 1937.

GOOD MANNERS

The National Honorary Beta Club through editorial staff of the Beta Club Journal has compiled a Program on Good Manners for use in local chapters, which could also be used to advantage as a required course in character development. The following general headings have been discussed:

I. Manners in Public Gatherings
II. Manners in Places of Business
III. Manners on the Street
IV. Manners in Social Gatherings
V. Manners at School
VI. Manners in the Home
VII. Manners at the Table
VIII. Manners in Speech and Dress

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EDUCATION AND MOTOR CARS

The NEWS LETTER of the University of North Carolina, Vol. XXIII, No. 1, carried a table and information concerning expenditures at filling stations per auto as contrasted with expenditure per pupil in average daily attendance. We quote an interesting paragraph from that publication, as follows:

"The respective expenditures by the State of North Carolina at filling stations and on public education offer most interesting contrasts. North Carolinians spent at filling stations an average of $109 per automobile and only four states spent more per automobile. On the other hand, our average expenditure for all school purposes per pupil in average daily attendance was $24.18 and only two states in the Union spent less per pupil. These two states are Mississippi, $23.55, and Arkansas, $22.60. Both of these states have larger Negro ratios than North Carolina. As a matter of fact four or five other Southern states have larger Negro ratios than North Carolina, yet they spent more on public education per pupil in average daily attendance."

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ADDITIONAL SUPPLEMENTARY HIGH SCHOOL TEXTS

In the March number of this BULLETIN a list of the State adopted high school books for supplementary use was given. We failed to include in this list the following:

XI. DRAMATICS (1936-1941)

	F.O.B. Price	Retail Price
Curtain! A Book of Modern Plays (Harper)	1.05	1.21
Short Plays (Holt)	1.11	1.28
The First Yearbook of Short Plays (Row)	2.625	3.02
Carolina Folk Plays (Holt) (3 series) each	1.50	1.73

XII. READING AIDS (1936-1941)

Following Printed Trails (Heath)		.99	1.14
Reading for Skill (Noble)	(with answers)	.975	1.12
	(without answers)	.90	1.04

With these additions, therefore, the list is complete. Principals are requested to preserve these two numbers of the BULLETIN for future reference.

HIGH SCHOOL DEBATE WINNERS

Sixty-three high schools won both sides of the debate in the twenty-fifth annual triangular contest held on April 2 throughout the State, it is learned from E. R. Rankin, Secretary of the N. C. High School Debating Union, Chapel Hill. Two hundred and thirty-five high schools took part in this debate. The winning schools will send their teams to Chapel Hill on April 21 and 22 to compete in the final contest for the Aycock Memorial Cup. The query under discussion this year is: "Resolved, That the government should own and operate all electric light and power utilities."

The following schools send their teams to Chapel Hill:

Ahoskie	Gibsonville	North
Albemarle	Glendale	Oak Grove
Angier	Granite Falls	Orrum
Bakersville	Greensboro	Pilot Mountain
Belmont	Greenville	Rock Springs
Benhaven	Griffith	Rosewood
Bethel Hill	Hamlet	Roxboro
Bethesda	Helena	Roxobel-Kelford
Broughton	Hertford	Saratoga
Casar	Hobbsville	Shelby
Chocowinity	Kannapolis	Spencer
Churchland	Kenly	Swannanoa
Collettsville	Kinston	Swan Quarter
Cranberry	Mingo	Troutman
Emma	Morehead City	Union
Epsom	Morven	Vanceboro
Erwin	Mt. Airy	Wakelon
Fairview	Mt. Gilead	Walnut
Forest City	Mt. Pleasant	Washington
Franklinton	Newland	Weldon
Gibson	Newport	Whiteville

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ROSENWALD SCHOOL DAY PROGRAM

"Rosenwald School Day Program" is the title of a 16-page pamphlet recently issued by the State Superintendent of Public Instruction. This bulletin was prepared by the Division of Negro Education as an aid for Negro schools in preparing a program for the observance of Rosenwald School Day. The publication includes a suggested program, greetings from Governor Hoey, a brief story of Julius Rosenwald, information relative to his contributions to Negro schools in this State, and other information concerning Negro education.

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STATE CONVENTION OF BETA CLUBS

The second annual meeting of the North Carolina Division of the National Honorary Beta Club met in Winston-Salem on Friday and Saturday, March 19 and 20. The meetings were held on the roof garden of the Robert E. Lee Hotel with three hundred seventy-five delegates in attendance. Superintendent Clyde A. Erwin, National President of the Organization, was scheduled to address the opening session of the Convention on Friday night but was detained in Raleigh on account of the business of the Legislature. In his absence A. B. Combs, of the Division of Instructional Service, brought greetings from President Erwin.

THE BEGINNERS' DAY PROGRAM

During the months of April, May and June Beginners' Day Programs are being held throughout the State. The Beginners' Day Program is a Statewide project planned for the purpose of securing information concerning the child at school entrance. This information is helpful to the teacher and the parents in determining the child's needs and in their efforts to get the child physically ready for school. Normal progress for the child through the first year's work is assured to a greater extent when the teacher and parents have a better understanding of the child's present equipment and needs.

The program is a cooperative effort on the part of the school, the local health authorities and the Parent-Teacher Association, and is a one-day program planned and held during the school term and while the school is in session. Health officials, physicians, dentists, and nurses provide a pre-school clinic at the school. The parents accompany the child to the school for enrollment, for physical examinations, and for introduction into the first grade room where he may participate in activities suited to his interests.

A special card for the teacher's files is used for recording detailed facts about the family background and the physical, mental and social equipment of the child at that time. The card referred to is the "Information Blank for the School Beginner". These may be secured from L.H.Jobe, State Department of Public Instruction, at thirty cents per hundred.

A brief bulletin of suggestions for the "Beginners' Day Program" and for using the "Information Blank for the School Beginner" has been prepared and may be secured upon request from the Division of Instructional Service.

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LIBRARY BULLETIN

"Teaching the Use of Books and Libraries to High School Pupils" is the title of a mimeographed bulletin recently issued by the Division of Instructional Service. This bulletin contains ten cumulative outlines which include (1) information needed by the pupils; (2) practices, skills, and habits expected of the pupils; and (3) devices and methods of procedure suggested to the teacher or librarian. Any librarian or English teacher wishing aids in teaching boys and girls to become familiar with books and their uses will find this bulletin both useful and stimulating. Write to Mrs. Mary Peacock Douglas, School Library Adviser, if you desire a copy of this bulletin.

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ANNUAL CONVENTION AMERICAN PHYSICAL EDUCATION ASSOCIATION

The 42nd Annual Convention of the American Physical Education Association will be held during the week of April 19-24, inclusive, in the Hotel Pennsylvania, New York City. Monday, Tuesday and Wednesday will be devoted to visits to the New York city schools by the delegates. A number of outstanding people will be on the program, among whom are the following:

Dr. William H. Kilpatrick, Professor of Education, Columbia University
Dr. Walter B. Pitkin, Professor of Journalism, Columbia University
Mr. Hugh H. Clegg, Assistant Director, Bureau of Investigation, Washington, D. C.
Dr. Edward C. Lindeman, Director, New York School of Social Work
Chancellor Harry Woodburn Chase, New York University
Dr. A. J. Stoddard, Superintendent of Schools, Providence, R. I.

INTRODUCING THE MUSIC HOUR SERIES

On June 1, 1937 The Music Hour series of music texts becomes the North Carolina State adopted text for use in public schools. Since these books were adopted after the writing of the new State Course of Study, a bulletin of information for teachers and administrators has been prepared as a supplement to the course of study in music as found in Publication 189. The purpose of this bulletin is to provide information for the proper orientation of the new texts into the music curriculum as it is developed in the separate schools of the administrative units making up the State school system.

It is suggested that this bulletin may be especially helpful to superintendents, supervisors, and grade teachers in planning the program of work in music for the school year 1937-38. Copies of the bulletin are now available upon request to the Division of Instructional Service, State Department of Public Instruction, Raleigh.

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CHILDHOOD EDUCATION CONVENTION

North Carolina was represented at the National Convention of Childhood Education held in San Antonio, March 30 - April 3, by Miss Annie M. Cherry of Spring Hope, Miss Nancy Lee of Raleigh, and Miss Hattie S. Parrott of the State Department of Public Instruction. These delegates to the National Convention will make a report of trends in primary education at the State meeting of primary teachers to be held in Durham April 22-24. This report will be given on Friday, April 23, at the luncheon meeting of the North Carolina State branches of the Childhood Education Association, representing a membership of more than five hundred primary teachers.

The chief purposes of this organization of primary teachers is to provide opportunities for the individual teacher to keep informed about new and interesting practices and procedures in the field of primary education, and to work during the year to improve the professional growth and development of the individual members of the Association.

Changes Taking Place

Today's trends in childhood education is a very live topic for discussion by leading primary teachers in North Carolina. Significant changes have been and are taking place in the administration and practices of early grades in the elementary school. School practices and procedures that were thought to be radical a few years ago and that were practiced in a few scattered schools are today accepted as commonplace in many situations. Underlying these practices is a basic modification of viewpoint, in which the major emphasis is placed in the day by day experiences and growth of boys and girls rather than on their relatively passive acquisition of prescribed knowledge and skills. This is a transition period as yet, and it is important to analyze as clearly and as critically as we can the trends that characterize the change.

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MEREDITH HIGH SCHOOL GIRLS TENNIS TOURNAMENT

At nine o'clock, Saturday, May 1, on the Meredith College tennis courts, Miss Marion Warner, Director Girls Athletics of Meredith College, will conduct a tennis demonstration and tournament for high school girls. Any high school girl or team is eligible for the singles or doubles and should notify Miss Marion Warner, Meredith College, Raleigh, if she wishes to observe or participate in the games or in the demonstration.

PLANS FOR THE OBSERVANCE OF NATIONAL MUSIC WEEK

National Music Week is celebrated during the first week in May. Beginning on Sunday, May 2, and continuing through the week, the culmination of the year's work in all phases of community music will be presented through well-planned programs in cities, towns, and villages throughout the State. A special bulletin suggesting plans, activities, and procedures for the observance of Music Week has been prepared for distribution to music teachers and community leaders. Copies of this bulletin may be secured upon request to the Division of Instructional Service, State Department of Public Instruction. From this bulletin we quote as follows:

"The great central thought of National Music Week is that everyone can participate, whether it be to step across the street to hear in person the famous stars in grand opera in the great metropolitan centers or to have recourse to the phonograph and radio, whether it be a community sing at which all turn out, or as a member of a family group of two or three in the home. The pleasure is increased by the consciousness that one is an integral part of the great music wave which gathers momentum as it travels across the country."

The first week in May is a happy selection for a period of devotion, especially to music. In every social function, in every part of our daily life, the spirit of music is an essential factor in response to definite human needs. When the air is filled with the songs of birds and the world is awakening to new life, let us abandon our sorrows in an understanding, joyous, fellowship of music.

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REGISTRATIONS IN COMMERCIAL SUBJECTS

The U. S. Office of Education has recently made a study of subject registration in public high schools. The study for commercial subjects included registrations in typing, bookkeeping, shorthand, and elementary business training.

For North Carolina the figures presented are as follows:

	1928	1934
Schools reporting	471	451
Their total enrollments	55,784	89,685
Schools offering typing	43	57
Registration	1,767	3,906
Schools offering shorthand	40	50
Registration	958	2,011
Schools offering bookkeeping	36	42
Registration	1,173	1,648
Schools offering elementary business training	6	14
Registration	185	784

The four subjects mentioned gained between 1928 and 1934, both in the number of schools offering them and in the enrollment. The offerings and enrollments for these four subjects follow the order named above.

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N.C.E.A. ART DEPARTMENT MEETING

The Art Department of N.C.E.A. will hold a luncheon meeting on Friday, April 23, 1937, foregoing all other meetings, in view of the fact that so many of the teachers participated in the program of the Southeastern Arts Convention.

NEGRO SUMMER SCHOOLS — During the summer of 1937 courses will be offered to Negro teachers at the following institutions:

School	Location	Director
Asheville	Asheville	J. H. Michael
A. & T. College	Greensboro	W. T. Gibbs
State Normal School	Fayetteville	J. W. Seabrook
State Normal School	Elizabeth City	J. H. Bias
Livingstone College	Salisbury	I. H. Miller
N. C. College for Negroes	Durham	J. E. Shepard
Johnson C. Smith University	Charlotte	W. C. Donnell
Shaw University	Raleigh	N. H. Harris
Teachers College	Winston-Salem	F. L. Atkins

It is suggested that each teacher communicate with the Director of the summer school in which he or she anticipates enrolling relative to date of opening, fees to be charged, and courses to be offered. Each school will charge a late registration fee to every one enrolling after the close of the registration period. All teachers, who have any doubt as to their meeting the requirements for the issuance of the Primary or Grammar Grade Certificate, Class A, by the close of the second session of the 1938 summer schools, should enroll in the summer school of the institution through which he or she anticipates working out the requirements for a degree. It would be a fine thing if all teachers would select courses in terms of their needs to instruct children more effectively.

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SCHOOL LIBRARIANS — The names of four full-time school librarians were omitted from the list appearing in the February issue of the BULLETIN. There may be other omissions which have not been reported. The State Department of Public Instruction is anxious to have a complete list. The following additions have been reported:

White -

Miss Ola Mae Nicholson, Reynolds High School, Winston-Salem
Miss Elizabeth Flynn, Reynolds High School, Winston-Salem

Negro -

Miss Mary H. Robinson, Atkins High School, Winston-Salem
Miss Viola M. McKnight, 14th Street School, Winston-Salem

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SCHOOL ARTS DAY — On Saturday, May 1, the twelfth annual Statewide Public School Arts Day will be held in Raleigh, under the direction of the chairmen of the several districts of the State Federation of Women's Clubs and Miss Juanita McDougald of the State Department of Public Instruction. A limited exhibit of children's work, and an interesting program of activities will be provided.

Registration begins in the House of Representatives at ten o'clock, May 1st.

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ENROLLMENT — The total number of pupils enrolled in the public elementary and secondary schools of continental United States in 1933-34, according to the U. S. Office of Education, was 26,434,193.

NEW ACHIEVEMENT STANDARDS FOR GIRLS

The National Recreation Association has announced the completion of the new Achievement Standards for Girls.

"These standards represent an extensive nation-wide study by Miss Amy Howland of the Department of Public Instruction, Mt. Vernon, New York, of the actual performance of over 400,000 girls from eight to eighteen years of age in a large number of activities. In this study Miss Howland had the cooperation of over 300 physical education leaders. Dr. Frank Lloyd of New York University served as consultant in the statistical recording of the data. The study was made under the auspices of the National Recreation Association and the Society of State Directors of Physical and Health Education.

"The events and the scoring tables which are presented as a result of the study will be of interest not only to physical educators who will use them as the means of measuring physical ability, but also to recreation workers and other leaders anxious to secure an approved list of physical activities for girls. For these leaders the booklet will serve as an activities manual in which will be found directions for more than fifty interesting events."

A complete sample set with the instruction book may be obtained by sending $.25 to the National Recreation Association, 315 Fourth Avenue, New York City. The tests furnish a valuable and useful addition to any program of physical education. Every instructor of girls' physical education should acquaint herself with the tests.

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HOW TO ORGANIZE THE SCHOOL LIBRARY

"How to Organize the School Library" is the title of an 8-page mimeographed bulletin issued by the Division of Instructional Service. This bulletin gives suggestions and information under the following eleven titles:

I. Preliminary Preparation
II. Organization and Records Required in School Library
III. Accession Record
IV. Dewey Decimal Classification
V. Mechanical Preparation
VI. Marking
VII. Shelf List
VIII. Arrangement of Books on Shelves
IX. Card Loan System
X. Inventory
XI. Selection and Ordering of Books and Magazines

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TEACHERS EXEMPT FROM SECURITY ACT

Teachers do not come under the provisions of the Federal Security Act, which became effective January 1, 1937. This means that the Federal deductions from the salaries of teachers will not be made, nor will teachers be eligible to the benefits of the government's old age pensions. The problem of teachers' pensions will continue to be a matter for the states and the teachers themselves to care for.

THE SCHOOLS AND CULTURE

The next meeting of the World Federation will be held in Japan, August 2-7, 1937. This fact has aroused widespread interest in the achievements of Japan and in the civilization of the East. The following is taken from articles on Japan and America by Paul Monroe, President of the World Federation:

"One part of the training conspicuously well done in Japan is the training in manners, in forms of conduct and in the appreciation of the beautiful. For the most part such training in the schools of western countries, especially where individualism is so dominant as in America comes by indirection only.

"Perhaps good manners and a love of the beautiful in nature are so essential parts of the national character of western peoples as of the Japanese. At least the rooms in school buildings set aside for training in manners and morals, in national customs and ceremonies, and for training in aesthetics constitute the most conspicuous contrasts between the schools of Japan and those of America.

"The universal politeness of the people, the observance of social forms, and the aesthetic enjoyment of leisure time also forms the most obvious differences between the Japanese and the people of the West.

"What shall be done with leisure time? How shall the school train for it? This is one of the largest of all educational problems. One most striking aspect of Japanese civilization to a foreigner is the effective enjoyment of the beauties of nature, of the tree, of the rock, of a garden, of the moon, of pictures, changed from week to week, all of these are precious possessions of your people as a whole. Any western people may well covet them. To develop such satisfaction is a long task ahead of the American schools. We have one use perhaps in common - participation in sports. This for American educators presents but another problem of education."

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NATIONAL CHILD HEALTH DAY

The Child Welfare League of America in cooperation with child welfare agencies, family, welfare agencies, National, State and local health departments, health and medical groups, the churches, educational groups, American Red Cross, National and civic groups and the United States Children's Bureau will observe May 1st as National Child Health Day. This designation has been made by Congress and by proclamation of the President of the United States.

The Child Welfare League of America, together with all the organizations participating, under the direction of Katharine F. Lenroot, Chief, United States Children's Bureau, is leading the country in a wide celebration to arouse the interest of people to this non-controversial subject, "Health Protection for Every Child."

On May 1st, in New York's Waldorf-Astoria's Grand Ball Room, a great luncheon will start off the National Demonstration to actually accomplish "Health Protection for Every Child" in this country. Simultaneously, through America in every populous center it is hoped that a local demonstration for children will be held with accent on HEALTH.

It is hoped that superintendents, principals, teachers, parent-teacher associations and other persons interested in the health of all the children in the State will cooperate heartily to make May Day - National Child Health Day - a most successful occasion.

Vocational Education

HOME ECONOMICS EDUCATION

The question is frequently asked: "How does the vocational home economics program differ from the home economics program as now taught in many of our high schools?" Since there are nearly 600 home economics departments, white and Negro, in North Carolina with only 119 classified as vocational, receiving State and federal aid, it seems timely that the question be answered.

All home economics education should be taught on a vocational basis in order that it function in the pupil's daily life. If and when it is given this slant, then home economics makes a great contribution regardless of the location of the department. The quality of instruction can be as excellent in one school as in another.

Then what is the vocational slant? Briefly, it may be described as emphasizing all phases of home living, as participated in by the student today with training for future homemaking. The classroom instruction is extended beyond the walls of the school building into the actual home situation directed through home practice into home projects. The latter brings into the picture the interest and cooperation of the mother as well as other members of the family.

The course no longer consists only of cooking and garments construction. The vocational program is sufficiently broad in its scope to include relationships with other people, personality development, social usage, civic interests, home improvement and beautification, child development, health, foods and clothing.

The vocational teacher is not included in the State allotted number. She lives in the community for ten months, having ample opportunity to know the people, their interests and needs. Her time is devoted to the development of the home living program both in the school and the community.

As a result of the additional months of employment the best qualified teachers in training and experience can usually be secured. Given the opportunity to get into the homes, the teacher is able to teach in a more functioning manner.

Another angle of the vocational home economics program is adult education. The teacher and the adults can come together in organized classes to discuss pertinent topics and to solve personal and community problems, which affect family life. This phase of education requires a well-trained individual whose experience and ability command the respect of adults.

With concentration in the field of her interest, the teacher is able to grow with the developing program. The many and varied experiences increase the knowledge of the teacher and self assurance in dealing with home-life problems.

What are the advantages of the vocational program for the school and community? A well-trained teacher whose interest and time are devoted to the promotion of better home living, a correlation of classroom and home instruction, a functioning program dealing with the broad phase of home living for both youth and adults. An additional high school teacher to relieve the heavy teaching load and a subject that meets the vocational interests of the student.

Evidences of the increased interest in this field of education are the more than 100 requests which are in the office of the Division of Vocational Education, asking for the vocational program of home economics.

There are 461 departments in the white high schools of the State and 97 in the Negro high schools. The approximate number of girls enrolled in the classes last year was 27,000. They are usually members of the freshman and sophomore classes. There were also about 7,000 adults enrolled in the home-making classes.

More and more attention is being given to the building of cottages for housing the department. This offers life-like situations for homemaking instruction. Much stress is being placed upon the equipment and furnishings of the cottage since it is an important way of setting up attainable standards for home living for the community.

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SEED IDENTIFICATION AND JUDGING CONTEST

The Bethel High School, Haywood County, vocational seed judging team, in competition with teams from fifty-seven schools throughout the State, won first place in the vocational agriculture seed judging and identification contest at Goldsboro as a part of the program of the North Carolina Crop Improvement Association meeting. The Bethel team made a score of 2675 points out of a possible 3000. Lenoir York of the Bethel team made highest score.

The Warrenton High School, Warren County, placed second and the Sherrill's Ford High School, Catawba County, placed third.

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EDUCATIONAL DIVISION FOR STATE FAIR

The North Carolina State Fair, which is to be held sometime in October, will be operated this year by the Department of Agriculture with Dr. J. P. Dorton as manager. One of the features of this year's fair will be an educational division under the direction of State Superintendent of Public Instruction, Clyde A. Erwin. Assisting Superintendent Erwin will be several prominent educational leaders.

"This educational division", according to Dr. Dorton, "will feature the work of the North Carolina public schools and its many activities. It will be the purpose of the fair management this year to give education its fair space on the 1937 fair stage", he added.

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GOVERNOR LAUDS VOCATIONAL WORK

In a recent letter to Mr. Browne Governor Hoey praised very highly the work being done by the Division of Vocational Education. In this connection the Governor said:

"I think most highly of the work being done by the Vocational Education Division in connection with the CCC camps and also the general program which you are carrying on throughout the State. I wish you to convey to your splendid teachers my hearty appreciation and I wish to felicitate the State upon having people of this type and character who are rendering such outstanding service. Will you be good enough to assure them of my high appreciation."

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VOCATIONAL EDUCATION in North Carolina took its place as a integral part of the State public school system during the school year 1918-19 subsequent to the passage by Congress of the Smith-Hughes Act in February, 1917.

LAWS AND OPINIONS

TEACHERS TO FILE APPLICATION

Question: I should like to have a clarifying statement or ruling from the Attorney General relative to the second paragraph in section 12 of the new school machinery act. Answer: "In my opinion, the new school law relating to the application of teachers for re-election and the notification in case of failure to elect, (School Machinery Act of 1937, Section 12, second paragraph) does not have the effect of repealing an election or rejection within thirty days after the application, nor does it have the effect of requiring the County Superintendent or administrative head to notify the applicant of election or rejection within a period of thirty days from the application.

"While it must be conceded that the paragraph is ambiguous, I cannot conclude that it was the intention of the law by the mere application of the person desiring to teach that the ordinary process of selection or rejection could be so controlled by the date of such application, which is at the will of the applicant, as to require that both election or rejection, and notice thereof, should be made within the thirty day period following such application. In my judgment, the law has been complied with when the notice has been given within thirty days after the election or rejection." - Attorney General, April 10, 1937.

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NAMING BOARDS OF TRUSTEES IN FORMER CHARTER DISTRICTS

Question: In view of the fact that the district now, under the court ruling, has no debt but the debt must be paid by the county, does the _____ district continue to name its board of trustees as heretofore, or is the school committee to be appointed by the board of education in accordance with the provisions of the general school machinery act? Answer: "The fact that this school district has entirely paid out of debt does not affect the method of selecting the committeemen or trustees therein. It is provided in the several school machinery acts that where a special charter district is elected into a city administrative unit, or is included in the administrative unit, that the trustees of the graded school district are continued in office and their successors are to be elected or selected in the manner theretofore prevailing." - Attorney General, April 10, 1937.

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A JOINT RESOLUTION TO AUTHORIZE AND EMPOWER THE GOVERNOR OF NORTH CAROLINA TO NAME AND APPOINT A COMMISSION OF SEVEN MEMBERS, TO SERVE WITHOUT COMPENSATION, FOR THE PURPOSE OF DETERMINING WAYS AND MEANS OF PROVIDING MORE SUITABLE AND ADEQUATE INSTRUCTION IN THE PUBLIC SCHOOLS FOR EXCEPTIONAL CHILDREN AND TO MAKE RECOMMENDATIONS TO THE GOVERNOR AND GENERAL ASSEMBLY OF ONE THOUSAND NINE HUNDRED THIRTY-NINE.

Be it resolved by the House of Representatives, the Senate concurring:

RESOLUTION NO. 51 - EXCEPTIONAL CHILDREN COMMISSION

Section 1. That the Governor of this state be and he is hereby authorized and empowered to name and appoint a commission of seven members, to serve without compensation, for the purpose of determining ways and means of providing more suitable and adequate instruction in the public schools for exceptional children, and to make recommendations to the Governor and General Assembly of one thousand nine hundred thirty-nine.

Sec. 2. That this Resolution shall be in full force and effect from and after its ratification.

AN ACT TO DECLARE APRIL TWENTY-THIRD, ONE THOUSAND NINE HUNDRED AND THIRTY-SEVEN, A STATE HOLIDAY FOR PUBLIC SCHOOLS TO THE END THAT TEACHERS AND STUDENTS MAY ATTEND CENTENNIAL CELEBRATION.

The General Assembly of North Carolina do enact:

FRIDAY, APRIL 23 PUBLIC SCHOOL HOLIDAY WITHOUT PAY

Section 1. That Friday, April twenty-third, one thousand nine hundred and thirty-seven, shall be and is hereby designated as a state holiday for the Public Schools of North Carolina to the end that teachers and students shall have an opportunity to attend the celebration of the Centennial of Public Education in North Carolina without pay.

Sec. 2. That all laws and clauses of laws in conflict with this Act are hereby repealed.

Sec. 3. That this Act shall be in full force and effect from and after its ratification.

In the General Assembly read three times and ratified, this the 23 day of March 1937.

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A JOINT RESOLUTION TO PROVIDE OLD AGE SECURITY FOR OLD AND INCAPACITATED TEACHERS, TO PROVIDE FOR THE CREATION OF A RETIREMENT FUND THROUGH THE JOINT CONTRIBUTIONS OF EMPLOYERS AND EMPLOYEES, AND TO PROVIDE MACHINERY FOR THE PROPER ADMINISTRATION OF THIS LAW.

Be it resolved by the House of Representatives, the Senate concurring:

RESOLUTION NO. 41 - RETIREMENT COMMISSION

Section 1. That the Governor of North Carolina is hereby authorized, empowered and directed to appoint a commission of five members to make a complete study of the question of providing a retirement system for the teachers in the public schools and educational institutions of the state. The chairman of the commission shall be designated by the Governor at the time of the appointment.

Sec. 2. That the commission is hereby authorized, empowered and directed to make a study of the plans for the retirement of old and incapacitated teachers, to collect information and study similar plans that are in force in other states, and to make a report and recommendation, available for distribution at least thirty days before the General Assembly of one thousand nine hundred and thirty-nine convenes.

Sec. 3. That the members of the commission shall receive compensation at the rate of ten dollars ($10.00) per diem for the actual number of days they are in session, but that in no case shall the total amount exceed one thousand five hundred dollars ($1,500.00); That no amount be allowed for the employment of clerical help.

Sec. 4. That this Resolution shall be in full force and effect from and after its ratification.

In the General Assembly read three times and ratified, this the 20 day of March 1937.

HERE'S TO DOWN HOME
(By Mrs. Harry C. Martin)

Here's to the land of the long leaf pine,
The summer land where the sun doth shine;
Where the weak grow strong and the strong grow great;
Here's to "down home" - the Old North State.

Here's to the land of the cotton blooms white,
Where the scuppernong perfumes the breeze at night;
Where the soft Southern moss and jessamine mate,
'Neath the murmuring pines of the Old North State.

Here's to the land where the galax grows,
Where the rhododendron roseate glows;
Where soars Mount Mitchell's summit great;
In the "Land of the Sky" in the Old North State.

Here's to the land where the maidens are fairest,
Where friends are truest and cold hearts are rarest;
The near land, the dear land, whatever our fate
The blest land, the best land - the Old North State.

- THE STATE

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RALEIGH. N. C.

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NORTH CAROLINA
STATE LIBRARY

VOLUME 1 NUMBER 8

May, 1937

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

June 21, 1937

To Superintendents, Principals and Teachers:

It has been decided definitely that the State Textbook Commission will furnish free basal books in all grades of the elementary schools. The books to be furnished of course will be those on the regular adopted list.

The new law also provides that supplementary readers can be secured in the elementary schools on a rental basis. It seems to me that through the availability of basal books on a free basis and supplementary books on a rental basis, more instructional material can be made available to the average child than ever before.

Textbooks in the high school field both basal and supplementary will continue to be distributed on a rental basis as heretofore. The State cannot furnish either basal or supplementary books not on the regular adopted lists and cannot make cash allotments to the administrative units for such purposes.

Your prompt cooperation in furnishing accurate estimates of the books needed will assure delivery before your schools open.

With best wishes, I am

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

May, 1937

Volume I * * * * Number 8

"It is only through an adequate program of public education that we may safeguard the character and quality of our future citizenship." - Bertram E. Packard, Commissioner of Education, Maine.

NOTES AND ANNOUNCEMENTS

General

HORACE MANN CENTENNIAL

A century ago, July 1, 1837, Horace Mann assumed his duties as Secretary of the State Board of Education in Massachusetts. Because of the effectiveness of his labors in his crusades on behalf of educational opportunities for the masses, he has become known as the father of our present day American public school system.

Many schools throughout the Nation are planning appropriate observance of this important anniversary. The State Department of Education, Maine, has devoted its April BULLETIN to this subject, and other states have called attention to this celebration.

Horace Mann Packets

The National Education Association has prepared its annual commencement packet which contains a 64-page manual of suggestions for commencement, centennial, and other programs. This packet also contains several valuable reprints of articles on various phases of Horace Mann's life and work, a copy of the book "Horace Mann: His Ideas and Ideals," and other useful materials. The price of the packet is 50¢. Orders should be made to the National Education Association, 1201 Sixteenth St., N. W. Washington, D. C.

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WELDON WINS STATEWIDE H.S. DEBATE

"The last shall be first" proved true in the case of the Weldon High School in the recently conducted annual high school debate contest. Weldon (alphabetically next to the last school) was one of the 63 high schools which sent both affirmative and negative teams to Chapel Hill to compete in the finals for the Aycock Memorial Cup, which is awarded annually to the winning school. After three rounds of eliminations Weldon emerged with both its teams, affirmative and negative, chosen for the final debate. This coincidence of having teams from the same school face each other in the final debate had occurred only once before - in 1930 when the Goldsboro High School sent two teams to the finals.

The affirmative team won in the final decision of the judges. The subject debated was, "Resolved, That the government should own and operate all electric light and power utilities." The congratulations of this Department are extended to Weldon for not only winning the Aycock Cup, but for placing both of its teams in the final debate, a very unusual accomplishment.

MARCH-APRIL NUMBER POPULAR GOVERNMENT

The March-April number of POPULAR GOVERNMENT, gives a comprehensive summary of the laws enacted by the General Assembly of 1937. Anyone interested in what laws were passed at the recent session of the Legislature will find this summary very valuable as a reference guide. This digest should be of especial value to those students who desire to know more about the current acts of the legislative branch of their government. The staff of POPULAR GOVERNMENT, who prepared this excellent summary, are to be congratulated upon the service they have rendered in making this information available.

Comparative Appropriations

From this number of POPULAR GOVERNMENT the following summary of appropriations, not including social security or provisions for bond issues, is taken:

	1936-37	1937-38	1938-39
Legislative	$ 181,000	$ ---	$ 200,000
Judicial	369,945	396,925	393,325
Executive and Administrative	1,596,062	1,998,031	2,000,765
Educational Institutions	2,025,380	2,424,731	2,391,998
State Aid and Obligations	227,500	344,322	344,322
Charitable and Correctional Institutions	1,586,983	2,097,482	1,973,920
Pensions	653,300	587,160	595,720
Contingency and Emergency	500,000	500,000	500,000
Public Schools	20,900,000	24,396,367	24,986,160
Agriculture	296,665	338,211	338,211
Debt Service	5,062,435	4,222,700	4,421,240
Total General Fund	$ 33,399,270	$ 37,305,929	$ 38,145,661
Total Highway Funds	25,691,374	27,158,309	25,870,881
Total all funds	$ 59,090,644	$ 64,464,238	$ 64,016,542

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N.C. WINNER GORGAS ESSAY CONTEST

Miss Ida Raines of the Pisgah Industrial Institute, Asheville, won the State prize of $10 for the best paper on the subject "The Importance of Mosquito Control and the Gorgas Memorial" in the eighth annual Gorgas Essay contest just completed, it was recently reported to Superintendent Erwin by Admiral Cary T. Grayson, Chairman of the Board of Directors of the Gorgas Memorial Institution. The winning essay by Miss Raines will compete in the National Contest for a first prize of $500, a second prize of $150 and a third prize of $50. The first prize winner will also receive a travel allowance of $200 for the expenses of a trip to Washington to receive the prize which is to be presented at the White House by the President.

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GEOGRAPHY BOOKLET

The Fifth Grade of the Franklinton Public School has compiled a very interesting mimeographed booklet on the "Geography of North Carolina". The material in this 16-page booklet consists of 144 questions and answers concerning the outstanding historical and geographical facts of the State. The cover is beautifully designed in colors with the State flag, one verse of the State toast, and a pine tree branch showing needles and cones. Miss Lessie V. Chandler is the teacher of this grade.

LIST OF SCHOOL PAPERS

This publication has on several occasions called attention to the various papers which have been issued this school year by public school students. At this time, it is our purpose to give a complete list, in so far as our records show, of such publications. In this connection we wish to commend each student who had any part in the production of them. Many of the papers show excellence of material and preparation. Especial commendation should be given those responsible for the many fine editorials that appeared from time to time. These editorials, in many instances, in their expressions of sportsmanship, high character and school spirit, compare favorably with those in college and even in many daily newspapers.

The following is a list of the 67 school papers which were received at the State Department of Public Instruction during the year (P indicates printed; M, mimeographed):

BETHEL BOOSTER, Woodsdale (M)
BIT OF NEWS, Kannapolis (P)
BUGLER, Cameron (M)
CANNON REPORT, Kannapolis (P)
CENTRAL TIMES, Mooresville (M)
EAST DURHAM ECHO, Durham (P)
ELON COLLEGE H.S. HIGH-LIGHTS, Elon College (M)
F.H.S. TATTLER, Fairmont (P)
FINE YARNS, Gastonia (P)
GREENHOPE GAZETTE, Wake County (M)
GRANTHAM CHATTER, Goldsboro, R-1 (P)
GREEN'S CREEK PEBBLES, Polk County (M)
GRIM-GRAM, Grimesland (P)
HAPPY PLAINS REVIEW, Alexander County (P) (Col)
HARDING HI-LIGHTS, Charlotte (P)
HI-LIFE, Newton (M)
HARRISON SPOTLIGHT, Selma (M) (Col)
JUNIOR SEMI-MONTHLY, Ayden (M)
KING'S CREEK RIPPLES, Kings Creek (M)
L.H.S. RAMBLER, Littleton (M)
LAUREL HILL NEWS, Laurel Hill (M)
MONTICELLO HI-LIGHTS, Monticello (M)
MONTHLY NEWS, Rockingham (M) (Col)
M.H.S. BROADCASTER, Macon (M)
MT. AIRY HIGH SPOTS, Mt. Airy (M)
OUR CLASSROOM NEWS-RECORD, Spring Hope(M)
ORANGE ECHO, Chapel Hill (M) (Col)
PARENTS' BULLETIN, Morven (M)
PERSON COUNTY TRAINING SCHOOL NEWS, Roxboro (M) (Col)
PITTSBORO HIGH LIGHTS, Pittsboro (P)
STUDENTS STAR, Stokesdale (M)
SCHOOL NEWS, Warrenton (M)
SEABOARD SCHOOL NEWS, Seaboard (M)
S.L. SHEEP NEWS, Elizabeth City (P)
SPENCER HI-LIFE, Spencer (M)
TABOR CITY TATTLER, Tabor City (P)
TIP-TOP TIDINGS, Barnesville (M)
TOWN TALK, Rowland (M)
THE HUDSONIAN, Hudson (P)
THE PURPLE CLOUD, Cliffside (P)
THE HERALD, Charlotte (P) (Col.)
THE PANTHER'S CLAW, Greensboro (P) (Col)
THE WEAVER, Cramerton (P)
THE ALEXANDRIAN, Taylorsville (P)
THE HAWKINS BULLETIN, Warrenton (M) (Col)
THE HAWKINS HERALD, Warrenton (M) (Col)
THE FO-BA-HI, Fort Barnwell (P)
THE SANDSPUR, Maxton (M)
THE ECHO, Copeland (P)
THE POINTER, Stony Point (M)
THE HI-TIMES, Raleigh (P)
THE HI-ROCKET, Durham (P)
THE SPOTLIGHT, Coats (M)
THE MIRROR, Clinton (P)
THE OAK LEAF, Four Oaks (M)
THE AURORIAN, Aurora (M)
THE TOMAHAWK, Tyner (P)
THE STUDENT ECHO, Lumberton (M)
THE CAULDRON, Morganton (P)
THE BRICK BUGLE, Bricks (P) (Col)
THE W.C.T.S. MIRROR, Wise (M) (Col)
THE TAR BABY, Morven (M)
THE CLEVELANDER, Johnston County (M)
THE HILLSIDE VIEWS, Hamptonville (P)
THE BROADCASTER, Jr. High, Charlotte (P)
WAKE FOREST H.S. GAZETTE, Wake Forest (M)
WILKESBORO HIGH LIGHTS, Wilkesboro (P)

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The Report on Radio Education by Eunice Kneece, Instructor of History, in charge of Radio Programs of the Greensboro Senior High School, available from Radio News Service, WBIG, Greensboro, N. C., will indicate what can be done in vitalizing the radio for educational purposes by individual school systems.

REGISTRATIONS IN MATHEMATICS

The subject of mathematics is the second of the series of studies made by the U. S. Office of Education on registrations in the several subjects of the high schools. These studies show the trends in these several fields. On the basis of returns it was pointed out that 21.4 per cent increase in the number of schools in 1934 over 1928 would be expected, whereas for registration an increase of 86.5 would be expected.

An examination of the following figures will indicate how North Carolina stands in this respect:

	1928	1934	Per Cent Increase
Schools reporting	471	451	- 4.2
Their total enrollments	55,784	89,685	60.8
Schools offering General Matheratics	57	16	- 71.9
Registration	3,361	1,155	- 65.6
Schools offering First-year Algebra	438	433	- .1
Registration	18,858	26,334	39.6
Schools offering Advanced Algebra	413	401	- 2.9
Registration	13,541	19,045	40.6
Schools offering Plane Geometry	387	395	2.1
Registration	8,792	11,966	36.1

It will be noted gains were made in registrations in each subject with the exception of general mathematics, but no gain meets the percentage expected for the six-year period. This trend is true for the Nation as a whole. According to the study made, the explanation offered is that "the present school population finds mathematics less well suited to its interests, and this situation contemporaneous with the introduction of numerous attractive courses in other fields, has brought about a steady decline in the percentages of the total enrollment who have entered classes in mathematics during the last 25 years."

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NORTH CAROLINA AND IOWA IN SCHOOL COSTS

The March EDUCATIONAL BULLETIN, issued by the Iowa Department of Public Instruction, gave some very interesting figures concerning the costs of education in that State. For comparative purposes we give below the total and per pupil costs as taken from that bulletin together with similar costs for North Carolina:

	Current Expense		Per Pupil Enrolled	
Year	Iowa	N. C.	Iowa	N. C.
1926-27	$ 43,354,877	$ 25,565,975	$ 77.39	$ 31.02
1927-28	43,592,607	26,580,686	78.43	31.32
1928-29	43,560,570	27,961,532	79.71	32.67
1929-30	44,106,289	28,616,603	79.52	33.01
1930-31	44,590,114	28,515,583	80.34	33.84
1931-32	40,301,858	24,049,617	72.57	27.78
1932-33	33,958,286	23,464,315	61.20	26.30
1933-34	30,845,948	18,296,364	56.33	20.43
1934-35	31,299,007	18,969,998	57.84	21.57
1935-36	33,833,377	23,351,432	62.89	26.27

The two states are parallel in variation in cost of operating the schools. Both passed through the depression period and are today approximately back to where they were in 1932-33. It is significant, however, that Iowa's enrollment (for 1934) was 547,574, whereas North Carolina's was 895,525.

OFFICE OF EDUCATION RADIO PROJECT PROGRAMS

The Office of Education, Washington, D. C., is sponsoring several radio programs, which are of interest to the schools. These programs are:

The World is Yours (Smithsonian Program). Sunday, NBC - WEAF (red): 11:30 a.m.

Treasures Next Door (Books). Monday, CBS: 4:00 p.m.

Education-in-the-News. Monday, NBC - WEAF (Red): 6:00 p.m.

Have You Heard? (Natural Science). Tuesday, NBC - WJZ (Blue): 3:45 p.m.

Answer Me This (Social Science). Thursday, NBC - WEAF (Red): 4.45 p.m.

Of course, these programs are given when school has already dismissed for the day, but teachers and students of the high school will find them worthwhile to listen to over their home radios.

Script Catalogs

If you are looking for educational radio scripts which have been found successful write to the Office of Education for the catalog just published by the Educational Radio Script Exchange of the Educational Radio Project. The catalog lists 100 scripts available through the Script Exchange, classified according to subject. Each script is described briefly, covering its general purpose, the number of characters, length(in minutes), and rating of difficulty to produce.

North Carolina Use of Scripts

According to reports to the Radio Script Exchange, the following groups in North Carolina have used scripts furnished by the Exchange for broadcast purposes:

Charlotte	Central High School	WSOC
Greensboro	Girl Scout Troop 13	WBIG
Winston-Salem	South High School	WSJS

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ADDITIONAL NEW SUPERINTENDENTS

Since the April number of this publication, the following additional changes have been made in superintendents throughout the State:

Bladen County - J. S. Blair, principal of the Wallace school, Duplin County, succeeds A. E. Lee.

Currituck County - F. B. Aycock, Jr., principal Windsor High School, succeeds T. B. Elliott.

Gaston County - Hunter Huss, superintendent of the Cherryville unit, Gaston County, was elected to succeed F.P. Hall.

Swain County - W. L. Lathan, principal of the Harris school, Rutherford County, takes the place left vacant by C. F. Carroll, Jr., who goes to High Point.

Catawba County - M. C. Campbell, superintendent of the Newton city unit, was elected to succeed J. A. Capps.

WORLD FAIR POSTER CONTEST

The New York World's Fair 1939, Incorporated, has recently announced a Poster Competition Contest, which is open to all students in grade schools, high schools, art schools, colleges and universities.

There will be four levels of competition for contestants for State prizes: Level I, children in grades 1-6; Level II, children in grades 7-9; Level III, children in grades 10-12; Level IV, students in colleges, universities and art schools. In each state there will be awarded one silver trophy, four gold medals, four silver medals, 20 bronze medals, and 200 certificates of honorable mention. A grand prize consisting of a gold cup and a free trip to the New York World's Fair in 1939 will be awarded for the best poster submitted in the nationwide contest. The teacher in whose class the poster winning the grand prize is designated will be awarded a free trip to the New York World's Fair in 1939.

Contest Rules

Since the New York World's Fair 1939, Incorporated, cannot enter into correspondence with any contestants or teachers, the rules of the competition are reproduced as follows:

"1. No one shall be allowed to compete in this contest who is in any way connected, directly or indirectly, with the New York World's Fair 1939, Incorporated. This bars all employees, persons acting in any advisory capacity, persons related to them, and members of their households.

"2. The subject shall be the New York World's Fair 1939 and its theme, "Building the World of Tomorrow," and contestants must be familiar with the theme and the general architectural design.

"3. All posters submitted in the contest shall be the property of New York World's Fair 1939, Incorporated; which shall have the right to retain such posters permanently. New York World's Fair 1939, Incorporated, also shall have the exclusive right to exhibit any or all of the posters submitted in the contest and to reproduce, with a view to general distribution, the designs of any such posters. It also reserves the right to make any changes in the color schemes or lettering of any such posters or designs that are selected for exhibition or reproduction, and to modify any legend on any poster.

"4. All posters eligible for judging for state prizes must be in the hands of the state boards of judges by April 30, 1938.

"5. All winners of state prizes must be selected by October 31, 1938.

"6. The winner of the GRAND PRIZE shall be selected by February 15, 1939, the announcement to be made at the discretion of the New York World's Fair 1939, Incorporated.

"7. The awards of the state and local judges will be binding upon New York World's Fair 1939, Incorporated, and upon all contestants. Rules for state and local contests will be formulated by the State Superintendent or Commissioner of Education. Copies of such rules and answers to all questions about the state and local contests should be obtained from your State Superintendent or Commissioner of Education.

"8. Additional rules and regulations not inconsistent with the above rules may be adopted by New York World's Fair 1939, Incorporated, from time to time."

MORE SCHOOL ELECTIONS

Burlington, Kings Mountain and Shelby, each within the past several weeks has voted favorably on the question of providing additional educational opportunities for their children. The Burlington citizens voted a rate of 20¢, Kings Mountain voted 20¢, and at the same time voted a bond issue of $25,000 to match a PWA grant for school building. The vote for the 20¢ rate was: out of a 558 registration 491 for and 7 against; on the bond issue 489 for and 10 against. Shelby voted a 15¢ rate, 1,113 for and 328 against.

Within the near future the following city units will go to the polls to decide a similar question: Hendersonville 25¢, Pinehurst 15¢, Raleigh 17¢, Wadesboro 25¢, Mooresville 12½¢, Washington 20¢, Tryon-Saluda 25¢, and Leaksville 20¢. Under a special act Belmont in Gaston County will also vote on a supplementary tax.

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APRIL NUMBER SCHOOL FACTS

The April edition of STATE SCHOOL FACTS, monthly publication of this Department, was concerned with the elementary schools of the State. Some very interesting statistical tables are presented. Some of the facts from these tables for 1935-36 are the following:

	White	Colored	Total
No. one-teacher elementary schools	435	916	1,351
No. 2-3 teacher elementary schools	446	858	1,304
No. 4-6 teacher elementary schools	306	227	533
No. 7 or more teacher elementary schools	620	54	674
County elementary schools	1,807	2,055	3,862
City elementary schools	280	205	485
Total elementary schools	2,087	2,260	4,347
Total elementary enrollment	482,107	240,804	722,911

The May number of SCHOOL FACTS will be devoted to the subject of Secondary Education.

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DUKE INSTITUTE OF INTERNATIONAL RELATIONS

The fifth annual Duke Institute of International Relations, which is under the joint auspices of the American Friends Service Committee and Duke University, will be held this year, June 14 to 25, at Duke University, Durham, N. C. This Institute is conducted primarily for those persons interested in promoting world peace - public and private school teachers, ministers, Y.M.C.A and Y.W.C.A. secretaries, leaders of boys and girls clubs, etc. Experts in the fields of Education, Economics, History, Sociology and Religion will present problems of International Relations from their special angles. For further information intending students should write to Dean Elbert Russell, the School of Religion, Duke University, Durham, N. C.

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SCHOOL DEBT PER PUPIL IN A.D.A.

The school debt per pupil in average daily attendance for North Carolina at the close of the school year 1933-34 was $ 88.70, according to the latest figures compiled by the U.S. Office of Education. Mississippi had the lowest per pupil debt, $17.22, and New Jersey the highest, $304.74. The average school debt for the United States as a whole was $134.49. These school debts are largely in the form of outstanding bonds. Ranging from lowest to highest North Carolina ranks 21st among the 48 states in this respect.

REGISTRATIONS IN HISTORY

The North Carolina figures covering the subject of history, the third in the series of subjects studied by the Office of Education, show gains in registrations for American History, World History and Ancient History, but a loss for Medieval and Modern History.

	1928	1934	Per Cent Increase
Schools reporting	471	451	- 4.2
Their total enrollments	55,784	89,685	60.8
Schools offering American History	338	392	16.0
Registration	8,885	16,603	86.9
Schools offering World History	20	176	780.0
Registration	1,165	8,164	600.7
Schools offering Ancient History	256	228	- 10.9
Registration	3,236	7,868	143.1
Schools offering Medieval and Modern History	387	216	- 44.2
Registration	10,286	7,165	- 30.3

These figures do not represent actual conditions except as to trends. It is noticeable that the number of schools reporting in 1934 was 20 fewer than the number reporting in 1928.

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WORLD'S FAIR HOBBY OLYMPICS

A series of contests designed to develop and bring forth the creative talents of hobbyists, with trips to the New York World's Fair in 1939 as first prizes, has recently been announced by The Hobby Guild of America, the sponsoring organization. Other prizes will be awarded to winners of the five places in the various contests. These Hobby Olympics are designed to give hobbyists an opportunity to place their handicraft, skill or artistic endeavors in competition with others who enjoy a similar hobby.

Contests have been announced for the following classifications: culinary art, leather craft, metalcraft, model making, needle work, photography, sculpture, popular songwriting, essays, playwriting, poetry, puzzles, short stories, drawing (etching and dry point), oil painting and water coloring.

The contests are open to amateurs only. There are two classes of entry: Class A for entrants who are 18 years old or more, and Class B for entrants who are under 18. Awards will be judged on the basis of originality, execution and artistic merit. For the purpose of classification, the contestant's name, address, age, type of entry and entry fee (Class A, 50¢; Class B, 25¢) must reach contest headquarters of The Hobby Guild in the Knickerbocker Hotel, New York City, before September 30 1937.

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YEARLY COST PER PUPIL IN A.D.A.

Another study made by the U. S. Office of Education reveals the average yearly cost per pupil in average daily attendance in the several states and the District of Columbia for the school year 1933-34. North Carolina, the study shows, had a per pupil cost based on average daily attendance of $39.43 and ranked sixth from the lowest in this respect. Arkansas with a per pupil cost of $31.70 ranked lowest and New York's $152.85 per pupil cost was highest. The average for the U. S. was $87.67.

STATE CONTEST WINNERS CENTENNIAL CELEBRATION OF PUBLIC EDUCATION

Essay Contest Winners (High School):
1st Place - Ruth Ellen Scott, Rockingham High School.
2nd Place - Kathleen Mullis and Loraine Harris, Hudson High School.
Honorable Mention - Doris Shaffer, Greensboro High School; Frances Diggs, Lilesville High School; Frances Wright, Hendersonville High School.

Scrapbook Contest Winners (Elementary School):
1st Place - Elma Mitchell and Evelyn Rayle, Clara J. Peck School, Greensboro.
2nd Place - Peggy McLaurin, Philadelphus School, Red Springs.
Honorable Mention - Lola Jane Shelton, Griffith School, R-4, Winston-Salem.

Poster Contest Winners (Elementary School):
1st Place - Ray Smith, Clara J. Peck School, Greensboro
2nd Place - Hubert Steele, Woodrow Wilson School, Kannapolis.
Honorable mention - Jean Black, Vance School, Asheville; Alton Baker, E. Durham School, Durham, Kathleen Townsend, Philadelphus School, Red Springs.

Graphic and Plastic Arts Winners (High School):
DRAWING: 1st Place - Ben Connelly, Cary.
2nd Place - Doris Canady, New Hanover High School, Wilmington
Honorable Mention - Catherine Taylor, Lee Edwards High School, Asheville; Jimmie Cook, Kinston.

PAINTING: Honorable Mention - Elizabeth Twaddell, Durham Senior High School, Durham.

SCULPTURE: 1st Place - Lucy Jowitt, Hendersonville High School, Hendersonville.
2nd Place - Carter Reaves, Greensboro High School.
Honorable Mention - St. Clair Austin, Brevard High School, Brevard.

Graphic and Plastic Arts Winners (Elementary Schools):
DRAWING: 1st Place - Vernon Meade, Lewis School, Raleigh.
2nd Place - Grady Sink, S. Park School, Winston-Salem.
Honorable Mention - George Jones, Lewis School, Raleigh; Robert Ward, Jr., Raleigh; Robert H. Inman, Evergreen.

PAINTING: 1st Place - Conrad Lindemann, Curry School, Greensboro
2nd Place - Ray Marshall, Lindley Elementary School, Greensboro.
Honorable Mention - Lavern Odum, Morehead Elementary School, Durham; Curtis Hammans, N. Elementary School, Winston-Salem; Jiles Maness, Clara J. Peck School, Greensboro; Rufus Dalton, Jr., Calvin Wiley School, Winston-Salem.

SCULPTURE: 1st Place - Jean Johnson, Curry School, Greensboro
2nd Place - Leonard Ezzell, Clarkton School, Clarkton.

BLOCK PRINT: 1st Place - John Parrish, Chas. B. Aycock School, Greensboro.
2nd Place - Margaret Brooks, Chas. B. Aycock School, Greensboro.
Honorable Mention - Sara Margaret Hudson, Ardmore School, Winston-Salem.

A ARCHITECTURAL MODE: 1st Place - Donald Kiker, Curry School, Greensboro.
2nd Place - Elmer Burns, High Point Junior High School, High Point.

Poetry Contest Winners (Children):
1st Place - Roger Wellborn, Wilkesboro School, Wilkesboro.
2nd Place - Grace Martin - Wilkesboro School, Wilkesboro.
3rd Place - Calvin Anderson, Wilkesboro School, Wilkesboro.

Poetry Contest Winners (Adults):
1st Place - Irena Foreman Williams, Davidson.

Musical Composition Winners:
1st Place - Harold S. Cone, 402 Hillsboro St., Chapel Hill.
2nd Place - Mrs. T. Moody Stroud, 613 W. Gaston St., Greensboro.
3rd Place - Mrs. George C. Eichhorn, 1115 Briarcliff Rd., Greensboro.

Winners of Negro Contests:
ESSAY CONTEST HIGH SCHOOL: 1st Place - Eunice Joyner, Waters Training School, Winton.
2nd Place - Helen Holt, Greensboro.
Honorable Mention - Annie D. Bowe, Caswell County Training School, Yanceyville; Charles Cherry, Greenville Industrial Graded and High School, Greenville.

SCRAP SCRAPBOOK CONTEST WINNERS: 1st Place - Milton Staley Washington Primary School, Greensboro.
2nd Place - Ruth Byers, Cleveland High School, Shelby.

POSTER CONTEST WINNERS: 1st Place - Tom Paschal, Cleveland Elementary School, Shelby.
2nd Place - East Durham (Colored) School, Durham.
Honorable Mention - Joseph Orrell, Jonesboro School, Greensboro.

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NORTH CAROLINA HALL OF HONOR IN EDUCATION

At the annual meeting of the North Carolina Education Association recently held in Durham, an announcement was made of persons who should be considered for the Hall of Honor in the field of Education. The committee making the report stated that no person was considered except those who had been dead for five years. The following list was proposed:

The Unknown Teacher

Edwin A. Alderman	Elizabeth Kelly
Charles B. Aycock	Charles D. McIver
David Caldwell	Archibald D. Murphy
Braxton Craven	Walter Hines Page
Edward K. Graham	Calvin H. Wiley

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NORTH CAROLINA FACTS

Do you know these facts about North Carolina?
(1) How many square miles in North Carolina?
(2) What is the highest peak in the State?
(3) How many North Carolinians have been associate justices of the United States Supreme Court? (4) Who is State Treasurer?
(5) The first cotton mill in the entire South was established in North Carolina. Where? Answers: (1) 52,426. (2) Mt. Mitchell, 6,711 feet high. (3) Two. James Iredell, appointed February 10, 1790, and Alfred Moore, appointed in 1799. (4) Charles M. Johnson of Pender County. (5) In Lincoln County, two miles east of Lincolnton.

NATIONAL MUSIC WEEK WIDELY CELEBRATED IN STATE

Interesting reports of success in Music Week plans are now coming in from over the State. Frederick Stanley Smith, Director and Supervisor of Music at Southern Pines, sends the following report:

"The Fifth Annual Spring Music Festival in the Southern Pines schools was given on Thursday evening of Music Week. All grades of the elementary school and the glee clubs of the high school participated in a very excellent and representative program of music, including solos, group singing, choral work, and instrumental numbers.

"The Moore County Farm Women's Chorus gave their first concert of the season on Sunday evening."

From many other sections of the State the reports give evidences of a renewed interest in good music and a wider participation in music activities.

- 0 -

READING CLINIC AT EAST CAROLINA TEACHERS COLLEGE

Following the One Day Conference on Reading conducted by the Division of Instructional Service of the State Department of Public Instruction at East Carolina Teachers College in February, the college has purchased the Betts Ready to Read Tests and the Keystone Ophthalmic Telebinocular machine to be used in the analysis and diagnosis of reading difficulties. This is the first step in the establishment of a Reading Clinic at the college designed to serve teachers and parents in making plans for the prevention and correction of the difficulties confronting many pupils who are unable to make progress in reading.

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NEW BULLETIN IN STUDIES OF ENVIRONMENT

"Studies of Environment" is a new 58-page bulletin published by the Greensboro Branch of the Association for Childhood Education. It contains a summary of the year's work of this branch organization whose membership includes the primary teachers of the Greensboro city schools, the Curry Training School of the Woman's College, and members of the School of Education of the college who are especially interested in early elementary education.

The bulletin is a most excellent contribution to education and should be available for study by school administrators, supervisors and teachers. It should be especially helpful as a reference book in courses in early elementary education in the summer schools of the State.

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EDUCATION DAY - SWAIN COUNTY

On April 20th, the schools of Swain County celebrated their annual Education Day. Many of the activities of the day deserve special mention. A very successful pageant was presented depicting the educational progress in Swain County, the main divisions being as follows:

Part I - The Pioneering Period, 1871-1900
Part II - Period of Awakening, 1900-1910
Part III - Continued Growth, 1910-1920
Part IV - Consolidation, 1920-1937

In the afternoon the pupils from the seventh grades of the various schools in the county presented a May Day Festival.

PHYSICAL EDUCATION PUBLICATION AVAILABLE

"The Physical Education Curriculum", a publication sponsored by the College Physical Education Association and based on nine years of research, is available for sixty cents from Prof. W. Ralph LaPorte, University of Southern California, Los Angeles, California. This bulletin will assist measurably in providing a balanced program of activities where such weaknesses prevail as supervised play without thought of instruction for results in progressive learning, or without regard for physiological or social needs as revealed in the health examination or overt behaviors of the pupils.

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CONFERENCE ON ART EDUCATION

Tentative plans for the Annual Statewide Conference on Art Education during the week of August 2-8 to be held at Blue Ridge Inn, Black Mountain, N. C., are being formulated. This conference is open to anyone upon payment of the registration fee of $1.00 and is sufficiently broad in scope to appeal to all groups in some respect. Miss Michalene Carroll of the Brooklyn Botanic Garden will give a special demonstration of solving problems in various media of graphic arts. Dr. George Opdyck, distinguished art lecturer and author, Prof. Gregory Ivy, Mrs. N. A. Huffman, and many other instructors of note will participate. Interesting and constructive exhibits of children's work and other art exhibits have been arranged for. Detailed information may be secured from Miss Juanita McDougald, State Department of Public Instruction, Raleigh, N. C.

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HIGH SCHOOL GIRLS QUALIFY FOR STATE EMBLEM

At the end of the current school year reports have been received showing that the following girls have qualified for the State emblem of the North Carolina High School Girls Athletic Association:

Gastonia	-	Mary Ruth Baird
High Point	-	Minnie Brown
		Alice Lee Charles
		Louise Samuels
Salisbury	-	Mary Lee Daniel

In order for a girl to qualify she must have lived according to certain health and citizenship requirements listed in the point system and consistently over a period of approximately four years.

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FLETCHER SCHOOL WINS NATIONAL GARDEN CLUB AWARD

The Fletcher Junior Garden Club, of which Mrs. D. D. Horton is sponsor, is to be congratulated on having won the first award in the national contest conducted by Junior Garden Clubs of America. This group is composed of four hundred members from the grammar grades. They have created the Speed Memorial Garden as a tribute to Mrs. U. G. Speed of Asheville, who initiated nature study there and who died in 1935. The garden is a part of the school grounds and is approximately one hundred by fifty feet. It is neatly laid off into green grass plots bordered by shrubs and gravel walks with a central outdoor aquarium surrounded by inviting benches and flowering beds.

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It is estimated that there will be a total of 23,000 graduates of the public high schools this year, 19,500 white and 3,500 colored.

AWARDS IN SCHOOL ARTS DAY — On Saturday, May 1, the Federation of Women's Clubs and the State Department of Public Instruction held their twelfth Annual State School Arts Day. Those participating represented the sixteen Federation districts.

IN APPRECIATION - The McAdory Test in Art Appreciation was used to measure ability to discriminate in the choice of paintings, sculpture, and the furniture and objects for everyday use. The four highest ranking school teams were as follows: First, Needham Broughton High School; second, Gaston High School, Roanoke Rapids, R.F.D.; third, Marshville; fourth, Ablemarle. Due to failure to participate in a district contest, the first two teams were disqualified for receiving the cash award of fifteen dollars ($15.00) made by the State Federation of Women's Clubs.

Individual awards were won by the following:

CITY HIGH SCHOOL - First, Dan Hodges, Raleigh; second, Elizabeth Twaddell, Durham; third, Frances Moore, Kinston.

RURAL HIGH SCHOOL - First, Virginia Edwards, Marshville; second, Rachel Norris, Roanoke Rapids; third, Ruth Ellerbe, Ellerbe.

CITY ELEMENTARY - First, Nell Denning, Albemarle; second, Bob Faye, Raleigh; third, Jimmy Frizelle, Durham.

RURAL ELEMENTARY - First, Violet Allen, Roanoke Rapids; second, Sarah Lou Walters, Marshville; third, Mary Jane Nelson, Ellerbe.

IN CREATIVE ARTS - Individual awards were won by the following:

Primary:
TEMPERA PAINTING - First, Circus Frieze, Grade 1, Rockingham; second, Travel Frieze, Grade 3, Rockingham; third, Fred Harvey, Grade 2, Murphy.

CRAYON - First, Dorothy Reynolds, Grade 2, Rockingham; second, Peggy McKenzie, Grade 3, Albemarle; third, Josie Howard, Grade 3, Albemarle.

CUT PAPER - First, Helen Boone, Grade 3, Albemarle; second, Betty Thomas, Grade 3, Rockingham; third, David Herbert, Grade 1, Rockingham.

NOTE BOOK - First, Jean Burton, Grade 3, Albemarle; second, Janie Crisco, Grade 3, Albemarle; third, Helen Boone, Grade 3, Albemarle.

BLOCK PRINTING - Miss Sue Shaw's First Grade, Lumberton.

FINGER PAINTING - First, Weldon Fanjoy, Grade 3, Statesville; second, Robert Marshburn, Grade 1, Raleigh.

WEAVING - First, Elizabeth Babbitt Lee, Grade 3, Lumberton; second, Third Grade, Rockingham; third, Fred Deans, Grade 3, Lumberton.

SPATTER WORK - First, Buddy Bishop, Grade 3, Lumberton; second, Cadine Watson, Grade 2, Albemarle; third, Ellen Bigler, Grade 2, Albemarle.

MISCELLANEOUS - First Grade, Hayes-Barton School, Raleigh.

Grammar Grade:
PENCIL DRAWING - First, H. B. Covington, Ellerbe; second, Louise Forster, Wilkesboro School; third, Helen Carringer, Murphy.

TEMPERA PAINTING - First, H. B. Covington, Ellerbe; second, Margaret McCabe, Elizabeth City; third, Marie Smith, Gastonia.

WATER COLOR PAINTING - First, H. B. Covington, Ellerbe School; second, Margaret Ann Reap, Albemarle; third, Lee Gillam, Albemarle.

PEN AND INK SKETCH - Herbert Shaver, Albemarle.

CUT PAPER - First, Sixth Grade, East Lumberton School; second, Sara Louise Stancill, Rockingham; third, Sixth Grade, East Lumberton.

WOOD CARVING - First, Ben Hood, Gamewell School; second, Mildred Bridges, Sanford; third, Doris Rogers, McIver School, Sanford.

CLAY MODELING - First, Ernest Knotts, Albemarle; second, Leroy Boone, Albemarle; third, Joe Lowder, Albemarle.

OIL PAINTING - First, Glover Grice, Elizabeth City; second, Russell Hayes, Lillington.

TEXTILE DESIGN - First, Frances Russell, Ellerbe; second, J. O. Ballard, Ellerbe; third, Heath Williams, Ellerbe.

SOAP SCULPTURE - A. E. Culp, Gastonia.

FINGER PAINTING - First, Margaret Skidmore, Albemarle; second, Catherine Easley, Albemarle; third, Betty Rogers, Albemarle.

WEAVING - First, Kathleen Phillips, Lumberton; second, Massie Lee Clark, Lumberton; third, Ellenor French, Lumberton.

CHIP CARVING - First, Grade Seven, Sanford Elementary; second, Prentice Stone, McIver School, Sanford.

SPATTER WORK - First, Reece Lyndon, Morehead School, Durham; second, Joseph Algranti, Morehead School, Durham; third, J. W. Brooks, Morehead School, Durham.

METAL WORK - First, Betty Ingram, Ellerbe; second, Becky Howell, Ellerbe; third, Ida Venable, Ellerbe.

CRAYON - First, Russell Hayes, Lillington; second, H. B. Covington, Ellerbe; third, Virginia Smithy, Wilkesboro.

PASTELS - First, Jimmy Brady, Statesville; second, Shirley Edgar, Statesville.

NOTE BOOK - First, Mildred Ellerbe, Ellerbe; second, 7A Art Class, Ellerbe School, Ellerbe; third, Hope Ellis, Rockingham.

CHARCOAL - First, Marilyn Edgar, Statesville; second, Jimmy Brady, Jr., Statesville; third, Betty Griffin, Elizabeth City.

INDIVIDUAL EXHIBITS - H. B. Covington, Ellerbe.

BLUE PRINTS - First, Geraldine Luther, Albemarle; second, Lee Gilliam, Albemarle; third, Ellen Caldwell, Albemarle.

ETCHING (Glass) - First, Hassell Nelson, Ellerbe; second, H. B. Covington, Ellerbe.

PLASTER OF PARIS - First, 6-A Grade, Edward K. Powe School, Durham; second, Jack Eubanks, Jack Frizille, May Dee Patrick, Betty Lue Weaver, John Kerr, Jean Walker, Betty Sue Whitehead, Sanford.

BASKETRY - First, Fruit Basket, 7th Grade, Ellerbe; second, Reed and Raffie Basket, 7th Grade, Ellerbe; third, Card Basket, 7th Grade, Ellerbe School.

BLOCK PRINT TAPESTRY - First, John Parrish, Greensboro; second, Margaret Brooks, Greensboro; third, Margaret Moore, Greensboro.

High School:
PENCIL DRAWING - First, Martha Lewis, Sr. High, Durham; second, Louise Sawyer, Elizabeth City High School; third, Inez James, Durham Sr. High School.

TEMPERA PAINTING - First, Marjorie Krummel, Durham High School; second, Martha Lewis, Durham High School; third, Dorothy Severance, Gastonia.

WATER COLOR PAINTING - First, Hight C. Moore, Statesville; second, Herman Terry, Rockingham; third, Verdi Lee Darnell, Gastonia.

PEN AND INK SKETCH - Winfield Worth, Elizabeth City High School; G. F. Hill, Jr., Elizabeth City; third, Jimmy Brady, Statesville.

WOOD CARVING - Edward Griffin, Elizabeth City High School.

OIL PAINTING - First, Hight C. Moore, Statesville; second, Catherine Sappenfield, Gastonia; third, Cathernilla Hudt, Gastonia.

TEXTILE DESIGN - First, Roswell Hamlet, Durham; second, Elizabeth Twaddell, Durham; third, Edna Hanna, Gastonia.

BLOCK PRINTING - First, Bandy Herman, Gastonia; second, Louise Sawyer, Elizabeth City High School; third, Catherine Sappenfield, Gastonia.

SOAP SCULPTURE - First, John King, Durham Sr. High School.

CRAYON - First, Martha Dixon, Durham; second, Verdi Darnell, Gastonia; third, Viola Hoffman, Gastonia.

PASTELS - First, Louise Sawyer, Elizabeth City; second, Betty Griffin, Elizabeth City.

NOTE BOOK - First, Mathematics Class, 10th Grade, Ellerbe School; second, Jaqueline Lentz, Ellerbe School; third, Arma Greece, Ellerbe School.

CHARCOAL - First, Anne Bickett Parker, Albemarle; second, G. F. Hill, Elizabeth City; third, Winifred Sheal, Gastonia.

MISCELLANEOUS - Ruby Ellerbe; second, Martha Dixon, Durham.

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A total of 821 of the 923 public high schools in operation during 1935-36 were accredited, that is, they met certain minimum requirements as to term, size, training of teachers, equipment and course of study. Fifteen years ago only 115 schools met these standards of accreditment.

GOLDSBORO SCHOOL FAIR

The Second Annual School Fair was presented by the Goldsboro City Schools April 29 and 30 and May 1. It proved very successful, and resulted in getting out to the school about 5,000 people. The management of the Fair was in the hands of a special committee of the teachers headed by Mr. Burt Johnson, Principal of the High School. The entire school system participated in it in some way. A fine enthusiasm was displayed by all of the pupils who took part in the activities.

The following foreword to the program which was sent to parents will indicate the purpose of the Fair and the splendid spirit of the teachers and principals in making preparation for the occasion.

"We present the second school Fair to you, the parents of Goldsboro, in the hope that you will see and understand the newer approaches to education. Subject matter was the core of the school of yesterday which felt that certain definite subjects should be imposed upon all children alike, on the theory that what was good for one of them was good for all. Today, the situation is reversed, for the child is the heart of the school. Teachers believe that teaching children is vastly more important and more thrilling than the teaching of geography, arithmetic, or grammar. They believe that the school must train the child to adjust himself socially, help him cultivate leisure time interests, and develop his personality. Such training as this requires an understanding of boys and girls in addition to a knowledge of subject matter.

"We hope you will see, in this miniature presentation of activities in action, the type of work through which these aims are being realized and through which your boys and girls are developing naturally and wholeheartedly."

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WORTHY ADMINISTRATIVE PROCEDURE

An administrative procedure worthy of imitation will be found in the Dilworth School, Charlotte. Each teacher prepares an informal personality study of all of her pupils which is attached to the annual scholarship record. Here are some samples:

A - does very nice work. He could be an A pupil, I believe, if you can arouse him into taking an active part in all the class work. He seems to do his work simply as a task put before him that he wants to finish as soon as possible so that he will have some spare time in which to follow his own interests. He likes to read, draw, build models and collect stamps. Often when you speak to him, he seems not to hear because his mind is otherwise occupied. Sometimes he pretends not to hear, then answers you in a loud tone as if startled, a most annoying habit which I always intended to break and never got around to for having so many other children in worse need of help. Maybe you can shape him up a bit - - - - Home condition not very good. Mother a Frenchwoman - war bride - who has heart trouble and momentarily expects to have a bad attack. You probably won't ever see her. Older brother pretty rough character, and I imagine the atmosphere at home is anything but peaceful - probably rather quarrelsome.

M - will impress you at first as a very slow pupil, but if you will give her a little personal attention and encouragement she will strive mightily and make most satisfying improvements. Seat her near the front as her eyes are poor. Her reading ability is far beyond her grade except in reading for details.

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Approximately 175,000 boys and girls were enrolled in the public high schools of the State during the school term 1936-37, it is estimated. Of this number about 143,000 were white and 32,000 colored.

Vocational Education

The Annual Conference of Teachers of Vocational Agriculture will be held at Lake Junaluska, May 31 - June 4. Approximately 275 teachers from 79 counties in the State will be in attendance. The conference will open on Monday afternoon with an address of welcome from a representative of the Waynesville Chamber of Commerce. This will be followed by addresses from T. E. Browne, Director of Vocational Education, and Roy H. Thomas, State Supervisor of Vocational Education. After this the State Program of Work for the year 1937-38 will be presented by the chairman of this committee and will be discussed in general by the teachers.

Some of the high lights of the conference will be addresses by Dr. J. A. Linke, W. A. Ross and D. M. Clements of the Office of Education, Washington, D. C., who will take up certain professional phases of agricultural work and Young Tar Heel Farmer activities. State Superintendent Clyde A. Erwin will make a talk to the teachers. John W. Goodman, Assistant Director of Extension, will discuss the State agricultural program. Special subjects of professional improvement will be taken up by Messrs. L. E. Cook, L. O. Armstrong and J.K. Coggin of the Department of Vocational Education, N. C. State College.

Teachers who have done outstanding pieces of work in the State have been asked to discuss the following subjects: Young Tar Heel Farmer Program embracing the Y.T.H.F. Chapter Demonstration; County Federation in the Y.T.H.F. and Suggestions for Improvement; Improvement in Local Chapter Work, and Chapter Houses. The District supervisors will have certain teachers under their supervision give the following: A-1 Farm Program; Building Group Programs, and a Panel Discussion on Supervised Practice.

One half of the time this year will be given to professional work and the other to recreational activities. The recreational activities for those attending the conference include motion pictures in the auditorium, general reception for wives of the agricultural teachers, motor trip to Clingman'd Dome, Cherokee Indian Reservation, Great Smoky Mountain National Park, an exhibition of Indian dances, tour of the Champion Fibre Company, Canton, dance and floor show at Waynesville and stunt night at the auditorium at Lake Junaluska. Those wishing to do so may at all times participate in swimming, boating, fishing, golf, etc.

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LIVESTOCK JUDGING CONTEST

Billy Benson of the Warrenton High School in Warren County, Christo Fox of the Bethel Hill High School in Person County, and Philip Webborn of the Coats High School in Harnett County were winners in the vocational agricultural livestock judging contest recently held at N. C. State College.

Three boys from each of the vocational agricultural departments in thirty schools of the north central section of the State competed in this contest. The winners in this contest will compete with vocational agricultural pupils from other sections of the State in a contest to be held at N. C. State College in July to select a team to represent the vocational agricultural schools in a national livestock contest to be held in Kansas City, Missouri, in October.

Speaking Contest

In addition to the judging contest a vocational agricultural public speaking contest was also held to select a winner for the State public speaking contest to be held at the same time the State livestock judging contest will be held. The speeches were prepared by the boys on agricultural subjects. The winner in this contest was

Frederick Vernon from the Bartlett-Yancey High School, Caswell County. Other contestants in the public speaking contest were: Raymon Lester of the Bethel Hill High School in Person County; Willard Morton of the Franklinton High School in Franklin County; John D. Turner of the Boone Trail High School in Harnett County; and Darnell Price from the Wendell High School in Wake County.

Essay Contest

Richard A. Hudson of the Waxhaw High School, Union County, has been declared the State winner in the essay contest on "How the Major Crops Grown on my Farm are Fertilized", which was conducted for vocational agricultural students by the Division of Vocational Education, State Department of Public Instruction. As a result of his achievement, young Hudson will be awarded a prize of $25.00 by the Chilean Nitrate Educational Bureau.

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N.C. FARM BOYS PRESENT RADIO SKIT

Two North Carolina farm boys who are members of the Young Tar Heel Farmer Association, James Travis of Apex and W. D. Harris of Fuquay Springs, went to Washington to appear on the National Future Farmers of America program broadcast as a part of the National Broadcasting Farm and Home Hour, February 8. The North Carolina boys presented a skit entitled, "Recreation and Social Life in the Farm Home". Other numbers on the program were a talk by Strickland Gillilan, the humorist and music by the United States Army Band.

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WPA EDUCATION PROGRAM

The WPA Education Program continues to grow in number of students enrolled in the several types of education provided. The three-month comparison is as follows:

Type of Education	Number of Teachers			Number of Students		
	Jan.	Feb.	March	Jan.	Feb.	March
1. Literacy and Naturalization	367	252	251	12,693	7,426	8,032
2. Workers	3	---	---	148	141	57
3. Public Affairs	1	1	1	52	217	195
4. Parent	17	10	9	598	774	683
5. Homemaking	38	69	68	1,285	3,972	4,086
6. Vocational	32	22	21	1,101	836	1,032
7. Avocational and Leisure Time	11	23	27	1,295	2,482	2,791
8. College Level	---	---	---	---	119	5
9. Correspondence	2	2	---	220	85	13
10. Other General Adult	87	162	171	1,279	7,919	8,897
11. Nursery Schools	49	52	54	748	682	690
12. Unclassified - Supervisors,etc	73	75	75	---	---	---
Total for State	680	668	677	19,419	24,549	26,481
Men	126	127	130	6,011	7,753	8,740
Women	554	541	547	12,660	16,114	17,051
Boys (Nursery)	---	---	---	343	304	310
Girls (Nursery)	---	---	---	405	378	380

TELL HIM NOW

If, with pleasure you are viewing
Any work a man is doing,
If you like it or approve it, tell him now.
Don't withhold your approbation,
Till the parson makes oration,
And he lies with snow-white lilies on his brow;
For no matter how you shout it,
He won't hear a word about it;
He won't know how many teardrops you have shed.
If you think some praise is due him,
Now's the time to give it to him;
He can't read what's on his tombstone when he's dead.

More than fame, and more than money
Is the comment kind and sunny,
And the hearty warm approval of a friend;
And it gives his life a savor,
And it makes him stronger, braver,
And it gives him heart and spirit to the end.
If he earns your praise, bestow it,
Now's the time to let him know it;
Let the words of true encouragement be said.
Do not wait till life is over,
And he's underneath the clover;
He can't read what's on his tombstone when he's dead.

- The Dixietype.

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VOLUME 2 NUMBER 1

September, 1937

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

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SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

September 22, 1937

To Superintendents, Principals and Teachers:

Since this is the first BULLETIN for the school year 1937-38, I wish to express best wishes to every teacher, principal and superintendent in North Carolina for a most successful year. It seems to me that many of the problems thrust upon us by the depression have been removed, and that the opportunities both for service and for professional recognition have been greatly increased. The whole situation, it seems to me, should give cause for optimism.

You will note in this BULLETIN an announcement about our cooperation with Governor Hoey and Dr. J. S. Dorton in providing an educational exhibit for the State Fair. I should like to ask you to participate in our project to the fullest extent possible, and to provide opportunity for both children and teachers to attend the Fair.

With best wishes, I am

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

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N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

Volume II September, 1937 Number 1

* * * * *

"The development of a program or plan to govern the activities and development of a system of public education, whether for a nation as a whole, or for an individual state, or for a particular school community within a state, should be characterized by the best qualities of adequate constructive thinking." - Walter F. Dexter, Superintendent of Public Instruction, California.

NOTES AND ANNOUNCEMENTS

General

EDITORIAL — With this number we begin the second volume of the BULLETIN. We have had many favorable comments on this publication and the type of material that has been carried in it. We are grateful to our readers for this expression of their good will and interest. It it our notion to continue the publication in accordance with the same general outline and policy as characterized the numbers that made up Volume I. We hope those of you who read the forthcoming issues of Volume II will find something worthwhile among the notes presented. It is our purpose to serve your needs by keeping you posted on the happenings in the field of public education. If you learn of anything about your schools which you think will be of general interest to other school administrators, please send us your contribution. Then, too, if you have a suggestion that would improve either the make-up or the contents of this publication, please tell us about it.

Here's hoping for a better school year and a better BULLETIN.

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WRIGHTSVILLE MEETING OF SUPERINTENDENTS — All of those present at the Wrightsville Conference of Superintendents appeared to have enjoyed it very much. Many expressed their appreciation of the program provided. According to the registration 117 persons were in attendance. There were some who did not register.

It is Superintendent Erwin's intention to collect all of the material presented at the meeting, and issue it either in mimeograph or printed form as the "Proceedings of the Conference". If this is possible, the superintendents will be furnished with copies of this bulletin.

That address at the banquet by "Sir Basil" was a "wow", wasn't it? He was clever. You boys who were not there missed something. Then, too, some of the fellows liked the roll of those Atlantic waves. Ask Thad Reece about 'em.

The members voted to hold a similar meeting in the western part of the State next summer. You superintendents who were not at Wrightsville should be all means be present. There may not be any sea breeze, but "mountain air and scenery" will be plentiful.

SUPERINTENDENTS CHANGE, 1937-38

Twelve county and six city administrative units have new superintendents for the current year. The names of these superintendents are:

County Units

Ashe - J. B. Hash, Jefferson
Bladen - J. S. Blair, Elizabethtown
Catawba - M. C. Campbell, Newton
Craven - R. L. Pugh, New Bern
Currituck - Frank B. Aycock, Jr., Currituck
Gaston - Hunter Huss, Gastonia
Halifax - V. C. Matthews, Halifax
Madison - D. M. Robinson, Marshall
McDowell - N. F. Steppe, Marion
Mitchell - R. B. Phillips, Bakersville
Robeson - C. L. Green, Lumberton
Swain - W. L. Luthan, Bryson City

City Units

Newton - R. N. Gurley, Newton
Lexington - L. E. Andrews, Lexington
Cherryville - G. J. Bennett, Jr., Cherryville
High Point - C. F. Carroll, Jr., High Point
Chapel Hill - A. W. Honeycutt, Chapel Hill
Red Springs - J. F. Pugh, Red Springs

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SECOND NATIONAL CONFERENCE ON EDUCATIONAL BROADCASTING

The Second National Conference on Educational Broadcasting will be held at the Drake Hotel in Chicago, November 29, 30, and December 1, 1937.

The American system of broadcasting, an evaluation of broadcasting from the point of view of the listener, educational broadcasting, and the future of radio have been selected as the topics of the four general sessions. Speeches on these subjects will be made by prominent representatives of education, the radio industry, and the listener, and will be followed by period of open discussion.

As a unique feature of the Conference, to give it unity and continuity, one person has been designated as leader of all the discussions which follow the general sessions. Dr. Lyman Bryson of Teachers College, Columbia University, has accepted this responsibility.

Each afternoon will be devoted to section meetings in which specialists in the various fields covered in the general sessions will discuss specific aspects of each of these topics. At the banquet on the second evening, the speakers will discuss the international significance of radio.

Dr. George F. Zook, President of the American Council on Education, will again act as Conference Chairman. Dr. C. S. Marsh, Vice President of the Council, is the Executive Secretary, and his office at 744 Jackson Place, Washington, D. C., is the headquarters for preparations for the Conference. Mr. Carl Milam, Secretary of the American Library Association, is Chairman of the Chicago Committee on Arrangements.

DISTRICT MEETINGS

"Good Teaching" will be the general theme around which the various district meetings will revolve this year. A new feature of the meeting will be the inclusion of an entertainment number on the programs for one of the general meetings. Two humorists, who rank high as platform performers, have already been engaged for the meetings. Outstanding school people of the Nation have also been engaged for the professional side of the programs. Among these are the following:

Dr. Elbert K. Fretwell, Teachers College, Columbia University, who is one of the most interesting and stimulating speakers the Association has ever brought to the State.

Dr. Willis Sutton, the able and versatile superintendent of the Atlantic City Schools, who has appeared on a number of the programs in other years.

Dr. Frank M. Hickman, pastor of the Duke Cathedral Church of Duke University, who is always in demand as a speaker of the inspirational type.

Dr. Maycie Southall, formerly a member of this Department, who has been Professor of Education at George Peabody College for Teachers for a number of years.

Dr. Clare Zyve, Teachers College, who appeared on the programs for the elementary sections at the Chapel Hill Conference in Chapel Hill this summer, and pleased the teachers who heard her very much.

Dr. Burton Fowler, President of the Progressive Education Association, who was on the Woman's College program of the Progressive Education meeting during the past year.

Dr. Francis P. Gaines, President of Washington and Lee University of Lexington, Virginia, former President of Wake Forest College, who is a very popular and interesting speaker.

Details of the program will be carried in the next two issues of NORTH CAROLINA EDUCATION, official publication of the North Carolina Education Association.

Meeting Places

The meeting places, dates and the district presidents for the year are given herewith for the information of the membership:

Western District at Asheville on October 15 and 16, T. C. Roberson, Superintendent of the Buncombe County Schools, president.

Northwestern District at Winston-Salem on October 22 and 23, H. A. Helms, Principal of the Central Junior High School, Greensboro, president.

South Piedmont District at Charlotte on October 29 and 30, Claud Grigg, Superintendent of the Albemarle City Schools, president.

North Central District at Goldsboro on November 5 and 6, George R. Wheeler, Superintendent of the Lee County Schools, president.

Southeastern District at Lumberton on November 12 and 13, J. S. Blair, Superintendent of the Bladen County Schools, president.

Northeastern District at Greenville on November 19 and 20, Junius H. Rose, Superintendent of the Greenville City Schools, president.

AMERICAN EDUCATION WEEK

American Education Week is observed throughout the Nation annually as a time for re-emphasizing the vital relationship between education and democracy. Each year it continues to grow in significance and has come to be a truly national educational celebration. American Education Week is sponsored by the National Education Association in cooperation with the United States Office of Education and the American Legion. The National Education Association, 1201 Sixteenth Street, N. W., Washington, D.C., has prepared manuals of suggestions for the observance of this week. Some of the material which is available is listed with the price for each item.

Handbook, 20¢; High School Manual, 15¢; Elementary School Manual, 15¢; Rural School Manual, 15¢.

"Education and Our National Life" has been selected as the theme for the 1937 program. The topics suggested for each day follows:

Sunday, November 7 - Can We Educate for Peace?
Monday, November 8 - Buying Educational Service.
Tuesday, November 9 - The Horace Mann Centennial.
Wednesday, November 10 - Our American Youth Problem.
Thursday, November 11 - Schools and the Constitution.
Friday, November 12 - School Open House Day.
Saturday, November 13 - Lifelong Learning.

A bulletin for this celebration, linking it closely with North Carolina needs and trends, has been prepared by Miss Juanita McDougald of the Division of Instructional Service. This will be available early in October and will be of excellent help to the local units in planning their observance of American Education Week.

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SPECIAL TAXES

Below will be found a list of the administrative units that have since 1933, when all special taxes were abolished, carried elections providing for the levying of supplementary taxes for schools. This list gives the year and rate voted.

1933		1935		1936	
Durham	.20	Charlotte	.25	Albemarle	.15
Southern Pines	.30	Winston-Salem	.20	Concord	.10
Roanoke Rapids	.50	Morganton	.12	Enfield	.10
North Wilkesboro	.20	Asheville	.25	Fayetteville	.15
Rocky Mount	.30	Greenville	.15	Gastonia	.10
Lenoir	.25			Greensboro	.15
Chapel Hill	.205			Goldsboro	.15
				Hamlet	.25
1937				High Point	.16
				Lumberton	.15
Belmont*	.10			Monroe	.15
Burlington	.20			Mt. Airy	.15
Hendersonville	.25			New Hanover	.20
Kings Mountain	.20			Raleigh	.25
Mooresville	.125			Reidsville	.10
Scotland	.20			Rockingham	.25
Shelby	.15			Salisbury	.10
Wadesboro	.25			Tarboro	.10

*Under special act.

CONSTITUTION SESQUICENTENNIAL CELEBRATION

The Constitution Sesquicentennial Celebration will begin September 17, 1937, the one hundred fiftieth anniversary of the signing of the Constitution of the United States. It will continue through to April 30, 1939, including the anniversaries of ratification, the organization of the National Government, and the inauguration of President Washington.

The purpose of the celebration is to create a quickening of interest in the Constitution and its essential relation to the history of the Nation. The historical background and origins of the Constitution will be studied, the struggle for ratification, the triumphant organization of the National Government, and the constitutional phases of its later development.

Every state, city, and town; every institution and organization; every home and individual in the Nation will be given the opportunity to participate and pay tribute to the Constitution. Each group is free to arrange its own program and carry out its own observance, with the cooperation and assistance of the United States Constitution Sesquicentennial Commission.

The planting of trees is an activity in which every school may join. Whether in a one-room school or in a large university, the planting of a Constitution Tree could be included in the Sesquicentennial program.

For information and helps, write the United States Constitution Sesquicentennial Commission, 524 House Office Building, Washington, D. C.

Constitution Facsimiles

For the first time in history facsimiles of the Constitution have been made available for distribution. Few people realize that the original Constitution was engraved on four sheets of parchment, approximately 24 in. by 29 in.

The U. S. Constitution Sesquicentennial Commission has reproduced the exact facsimiles of the Constitution and of the Declaration of Independence in their original sizes. The former comprises four pages and the latter is one page. In addition, the Commission has created a page of the same size containing thirty-seven photographs and autographs of the signers of the Constitution. These six pages are encased in instantly removable frames which fit into a floor standard. Each document is protected by a sheet of cellulose acetate, insuring preservation of the manuscript.

An illustrated circular describing the Standard prepared for display of these documents may be obtained from the Commission. The price of the complete outfit is $25.00

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GEOGRAPHIC BULLETINS

The National Geographic Society, of Washington, D. C., has announced that the publication of its illustrated news bulletins for teachers will be resumed early in October.

These bulletins are issued weekly, 5 bulletins to the weekly set, for 30 weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into The Society's headquarters from every part of the world. They are obtainable only by teachers, librarians, college and normal students. Each application should be accompanied by 25 cents to cover mailing cost.

CONVENTION PUBLIC SCHOOL BUSINESS OFFICIALS

The Twenty-Sixth Annual Convention of the National Association of Public School Business Officials will be held in Baltimore, October 11 to 15. Everything points to a great convention.

The President, Mr. John S. Mount, has arranged an unusually strong program. Whether one's interests be in school finance, building construction, operation and maintenance, supplies and equipment, accounting, or general business administration, he will find the program planned to meet that interest. In addition to the general sessions, at which topics of general interest will be presented, there will be sectional meetings where the convention will divide into groups, in which more specialized papers will be read. In addition to the sectional meetings, there will be round tables, which will provide for a free discussion and interchange of information on the problems which the members will present. With a program such as is contemplated, attendance at the convention is not extravagance, but is wise expenditure in the interest of economy.

The Lord Baltimore Hotel has been selected as the convention headquarters. The modern facilities of the hotel and the hospitable spirit of the management will combine to make your stay a pleasant one. Each person should plan to arrive in time to be settled and ready to go at 10:30 Monday morning.

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HIGH SCHOOL COURSE FOR PROSPECTIVE NURSES

Girls now in high school who expect to take training for nursing should give careful consideration to the courses they select. The Secretary of the North Carolina Board of Nurse Examiners has written a letter to the principals recently, in which they are asked to advise prospective nursing students about this matter.

The following paragraphs are quoted from the letter:

"Manynurses will want to continue their education by taking college and post graduate work, thus working toward a B.S. degree. Many of the better positions are now requiring that a nurse shall have this additional preparation in order that her application for such a position might be considered favorably.

"As you already know, not every prospective nursing student will choose, of her own volition, the subjects in high school that would give her college entrance requirements. The high school subjects that would enable a student to enter one of the units of our State University, without conditions, special emphasis being given to the Biological, Physical and Social Sciences, would be desirable from our point of view."

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SEPTEMBER SCHOOL FACTS

The September number of STATE SCHOOL FACTS, monthly publication of this Department, is concerned with the ability of the states to support schools. This ability has been approached from two angles: (1) The relation of investments to value of school property, and (2) the relation of income and expenditures for certain purposes to the current expense for public education. The facts have been reviewed with a special emphasis on North Carolina. If you have not read this issue, by all means do so. You will want to be posted on the facts it contains.

NORTH CAROLINA STATE LIBRARY

Instructional Service

STAFF CHANGES — Mr. Haywood Arnold Perry becomes a member of the Department as Associate in the Division of Instructional Service. He took his training in the Durham City Schools and at Duke University, where he received the degrees of Bachelor of Arts in 1926 and Master of Education in 1933.

He has had successful experience, having served as Principal of the South Rosemary School at Roanoke Rapids, the Willow Springs Elementary School in Wake County, and for the past three years he has been principal of the Woodrow Wilson Elementary School in Kannapolis. He served as supervisor of the Primary Teachers' Professional Study Classes in the Kannapolis City Schools for the three years he was there. He was president of the Elementary Principals' Association of the North Carolina Education Association in 1934-35. His academic and professional training, his social and personal traits, personality and character admirably fit him for a high order of service as a member of the Division of Instructional Service.

As successor to Miss Devers, Mr. Perry will devote much of his time to the Social Studies and Language Arts. Having served as elementary principal, he will be particularly well equipped to work with elementary school principals as individuals and in local or State organizations.

Resignations — Miss Nancy O. Devers, who has been a member of the Division of Instructional Service for several years, resigned on August 1. Miss Devers came to the State Department from successful service as Supervisor of Elementary Schools in Rockingham County, having been selected for this position by the late L. C. Brogden, at that time State Rural School Supervisor. She has prosecuted her work with energy and faithfulness, and appreciation is expressed for the service rendered. Her plans have not been stated, but the best wishes of the members of the staff go with her in any new field of endeavor.

Miss Juanita McDougald, member of the Division of Instructional Service, has tendered her resignation and as has been announced her marriage to Dr. William T. Melchior of Syracuse University will take place on September 18. Miss McDougald has made a splendid member of the Department, having rendered quite satisfactory service in the fields in which she operated, including, Art, Physical Education and Health. The best wishes of each member of the Department go with her as she moves to Syracuse, New York, to make her home.

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NUMBER TEXTBOOKS PURCHASED — Many people have been interested in knowing the number of free and rental books needed to furnish to the elementary and high school children of the State. The following are the total number of books purchased by the State Textbook Commission this year:

Basal Elementary Books	3,481,417	Free
Supplementary Readers (elementary)	443,942	Rental
High School Books	689,965	Rental

The basal elementary figure included second-hand books purchased from the pupils, and represents about four books per child.

INSTITUTES 1937-38

The Division of Instructional Service has planned for the fall a series of one-day conferences or institutes in the following fields: Art, Music, English, Safety, Physical Education, Science, and Social Studies.

Art

The Art Institutes began on September 13 and will continue through October 2. Institutes were held during the first week at Elizabeth City, Greenville, Rocky Mount, Goldsboro, New Bern, and Wilmington. The schedule for the other meetings is as follows:

Sept. 20	Fayetteville	3:00 - 9:00 P.M.
Sept. 21	Sanford	" " "
Sept. 22	Salisbury	" " "
Sept. 23	Winston-Salem	" " "
Sept. 24	Statesville	" " "
Sept. 25	Boone (A.S.T.C.)	9:00 A.M. - 1:00 P.M.
Sept. 27	Asheville	3:00 - 9:00 P.M.
Sept. 28	Cullowhee (W.C.T.C.)	" " "
Sept. 29	Shelby	" " "
Sept. 30	Monroe	" " "
Oct. 1	Rockingham	" " "
Oct. 2	Lumberton	9:00 A.M. - 1:00 P.M.

The general theme for the Art meetings is "Art for Every Child". The program in each instance includes discussion of curriculum problems led by members of the staff of the Division of Instructional Service and a discussion of art problems lead by:

Mr. Grant A. Waddle of Sandusky, Ohio
Mrs. Eileen B. Kilby of New York City
Miss Helen Van Evra of Chicago, Ill.
Miss Marjorie Borton, of Atlanta, Ga.

English

The English Institutes are designed primarily for high school teachers. The following is the schedule of meetings:

Cullowhee (W.C.T.C.)	Monday, September 20,	3:00 - 9:00 P.M.
Asheville	Tuesday, " 21	" " "
Boone (A.S.T.C.)	Wednesday, " 22	" " "
Greensboro	Thursday, " 23	" " "
Winston-Salem (West End School)	Friday, " 24	" " "
Charlotte	Saturday, " 25	9:00 A.M. - 1:00 P.M.

Some of the questions for discussion will be:

1. What does the State Course of Study say about English? (Publication 189, 1935, pages 124-150).
2. What is functional English?
3. What should be the scope and content of the Course in English Language?
4. Can grammar and literature be correlated effectively? If so, how?
5. What major problems of teaching English demands consideration?

The instructors in these Institutes include:

Dr. J. C. Tressler, New York; Author of "English in Action".
Dr. J. R. Sowers, Chicago.
Dr. J. Henry Highsmith, State Department of Public Instruction.

Additional English Institutes have been arranged for the following places:

October	18	Elizabeth City	3:00 - 9:00 P.M.
"	19	Greenville	" " "
"	20	Rocky Mount	" " "
"	21	Raleigh	" " "
"	22	Fayetteville	" " "
"	23	Wilmington	9:00 A.M. - 1:00 P.M.
"	25	Shelby	3:00 - 9:00 P.M.
"	26	Rockingham	" " "

Safety — In the Safety Institutes the Division of Instructional Service will have the assistance of Mr. Arthur P. Fulk, Division of Highway Safety, Dr. H. J. Stack, Columbia University and Miss Marian Telford of the National Safety Council. The schedule of meetings follows:

October	4	Wilmington	3:00 - 9:00 P.M.
"	5	Greenville	" " "
"	6	Raleigh	" " "
"	7	Greensboro	" " "
"	8	Charlotte	" " "
"	9	Asheville	9:00 A.M. - 1:00 P.M.

Music — The schedule and program for Music Institutes will be as follows:

October	4	Fayetteville	3:00 - 9:00 P.M.
"	5	Wilmington	" " "
"	6	Goldsboro	" " "
"	7	Rocky Mount	" " "
"	8	Elizabeth City	" " "
"	9	Greenville	9:00 A.M. - 1:00 P.M.
"	11	Cullowhee	3:00 - 9:00 P.M.
"	12	Asheville	" " "
"	13	Boone	" " "
"	14	Charlotte	" " "
"	15	High Point	" " "
"	16	Durham	9:00 A.M. - 1:00 P.M.

Program

3:00 - 3:30	Registration and Greetings.
3:30 - 4:00	Song Clinic. Popular Songs.
4:00 - 4:30	The New Music Program. Texts, Manuals and Bulletins.
4:30 - 5:30	Type Lessons. Integration and Musical Form.
5:30 - 6:00	Intermission. Social Hour.
6:00 - 7:00	Supper Conference. Special Music.
7:00 - 8:00	Continuation of Song Clinic. Community Music.
8:00 - 9:00	What Every Teacher Should Know. Open Discussion.

Science — Arrangements are being made for a series of Science Institutes beginning on October 18 and extending through November 13. Further announcement about these meetings will be sent to superintendents.

Physical Education

Physical Education Institutes have been arranged largely in connection with the district meetings of the North Carolina Education Association. The Division of Instructional Service will be assisted by Dr. Oliver K. Cornwell, head of the Physical Education Department of the University of North Carolina and other State leaders in this field. The schedule of these meetings is as follows:

Oct. 12	Henderson	Nov. 3	Kinston
" 13	Raleigh	" 4	New Bern
" 14	Sanford	" 5	Goldsboro
" 15	Asheville	" 6	Goldsboro
" 16	Asheville		
		Nov. 10	Rockingham
Oct. 20	High Point	" 11	Fayetteville
" 21	Salisbury	" 12	Lumberton
" 22	Winston-Salem	" 13	Lumberton
Oct. 27	Reidsville	Nov. 17	Rocky Mount
" 28	Lexington	" 18	Wilson
" 29	Charlotte	" 19	Greenville
" 30	Charlotte		

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BOOK WEEK

"Reading - the Magic Highway to Adventure" is to be the theme of exhibits and programs during the 1937 Book Week, nationally observed from November 14 to 20. The celebration of Book Week began in 1919 as a Boy Scout celebration. It was then called Boys' Book Week and as such was a huge success. Soon, however, the girls sought participation. Stimulated by the eloquent advocacy of Mr. Frederic G. Melcher, an enthusiast for good books for children, it became Children's Book Week and later was designated simply as Book Week since it was observed by old and young alike. Now Book Week is widely celebrated by schools, public libraries, and community organizations.

This time is excellent for arousing interest in books which may result to pupils in a genuine love of reading. Many phases of classroom work can be linked with plans for Book Week. In the new Book Week Bulletin issued by Book Week Headquarters, National Association of Book Publishers, 347 Fifth Avenue, New York City, for twenty-five cents (25¢), there are reports of class projects and assembly programs successfully worked out in schools in former observances of the celebration. In addition there are suggestions for promoting the "magic highway" theme. A poster in color is also included with the package.

While the State Department of Public Instruction will not issue a special Book Week Bulletin this year, it does have available on request brief suggestions in mimeographed form for projects and exhibits.

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N.C.E.A. LIBRARY BOOK SUPPLEMENT

Many schools are already asking for suggestions for recently published books which will make desirable additions to the school library. Such a list has been prepared and is being issued as the Library Book Supplement by the North Carolina Education Association. About 200 new titles for the elementary school are included and as many more for the high school. The list will be sent to schools in a very short time and should prove helpful in the selection of new books.

EDUCATIONAL EXHIBIT STATE FAIR

Governor Clyde R. Hoey and Dr. J. S. Dorton, Secretary of the North Carolina State Fair, have requested the cooperation of the public schools in arranging an educational exhibit at the State Fair this fall, October 12-16. State Superintendent Clyde A. Erwin has appointed a committee consisting of members of his Department and the following superintendents to arrange for the exhibits: Supt. Claude F. Gaddy, Raleigh; Supt. John C. Lockhart, Raleigh; Supt. J. H. Grigg, Shelby. The committee has given out the following information:

1. Available space. The space available for general educational exhibits is limited to about ten booths, each ten feet wide.

2. Premiums. Three prizes of $50, $40, and $30 will be awarded. In order to encourage schools to exhibit at the State Fair the other eleven exhibitors accepted will receive a premium of $25 each.

3. Regulations. A summary of the regulations is as follows:

(a) Any county or city administrative unit may submit one application for space. The exhibit may represent the work of one or more schools in the administrative unit. The superintendent is to select the school in any manner he sees fit. The committee suggests that winning exhibits in local fairs be selected for exhibition at the State Fair.

(b) The exhibit should be the outcome of actual school or classroom activities and must be built around some central, unifying theme. For example, the exhibit might show results of school and community projects in health, safety, music, art, physical education, reading, science or other subject fields. Or the exhibit might represent a unit of work from a classroom.

4. Application blanks. Application must be made on blanks furnished by the Committee not later than September 25. Blanks will be supplied by A.B. Combs, Chairman State Fair Committee, State Department of Public Instruction, Raleigh, N. C.

5. Selection of exhibits. Applications will be considered in the order received but the Committee reserves the right to reject any application received in order that the different phases of school work may be exhibited. Due notice of rejection or acceptance of the application will be sent the applicant.

6. Care of exhibits. Each school exhibiting will be responsible for all expense, including transportation, in connection with preparing the exhibit. The Committee will prepare the booths and make general decorations, but all other expense in connection with the exhibits will be borne by the school exhibiting. None of the expense will be met by the Committee, except the premium awarded to each exhibitor.

7. Passes and tickets. In order to take care of admission of those in charge of the booths two passes and twenty tickets will be issued to the principal of each school competing, same to be distributed by him.

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New York State transports 123,460 pupils to school, using 7,434 conveyances to do the job. North Carolina provides transportation to approximately 275,000 boys and girls.

COUNTY AND CITY TEACHERS' HANDBOOKS

Several of the county and city administrative units have issued in mimeograph form Teachers Handbooks for the year 1937-38. These bulletins are well worthwhile undertakings. They contain many important announcements, calendar of events for the year, list of teachers and other useful material. The "Cabarrus County Rural Schools" and "Better Schools for Burlington" are the titles of two excellent bulletins of this kind which have been received in this office recently.

The following section on Public Relations is quoted from the Burlington handbook:

"The public schools should be the 'Public's Schools'. Every contact made by a teacher or principal is significant in the promotion of better relationships between the schools and the people.

"The sum total of these personal relationships really compose a large part of the public opinion about our local schools. Let us do our part in promoting better relationships:

"1. A good school program will radiate from the child into the home.

"2. Student and school activities offer fine mediums for interpreting the schools to the people.

"3. A professional group of teachers and principals will command the dignity and respect of everyone, even the teaching personnel itself.

"4. Teachers visiting in homes of students make a more personal and interesting relationship. After visiting the homes teachers will encourage parents to visit them in their 'workshops' or keep in touch by telephone.

"5. Teachers make valuable contacts through membership in social, civic, and religious group life.

"6. The school is an organization for real public service.

"7. The parent-teacher organizations are agencies in which parents and teachers are working for the same social goals.

"8. Good publicity based upon actual school experiences will keep alive the consciousness of 'Our Schools'".

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NORTH CAROLINA SCHOOL LIBRARY HANDBOOK

As a help to school librarians and teacher-librarians, the North Carolina School Library Handbook is being issued this fall. This handbook, which was prepared by Mrs. Mary Peacock Douglas, School Library Adviser, is designed to assist the librarian in the organization and administration of the library. The material included in the bulletin is very simply written and should be helpful to the small schools and to the larger ones, to elementary schools and to high schools. The standard for accredited school libraries; directions for organizing and caring for the book collection; suggestions for the selection of books, especially the reference collection, and magazines; lessons on the use of the library; suggestions for the promotion of library activities through publicity and displays, student librarians and library clubs are included. One copy of the North Carolina School Library Handbook will be supplied to each school within the next few weeks. Copies are available to individuals at 15 cents each.

Recent Books

PRIMARY GRADES

Anderson. Blaze and the Gypsies. Macmillan. $1.00
The story of a little boy and his pony which was carried off by the gypsies, but finally found his way home again.

Credle. Little Jeemes Henry. Nelson. $1.50
A small Negro boy's adventures and trip to a circus, written and illustrated by Ellis Credle, a North Carolinian.

Hunt. Little Girl with Seven Names. Stokes. $1.50
A little Quaker girl had seven names until she started to school; then she just had to dispose of at least two.

Waddell. Home. Macmillan. $ .80
A first grade reader about familiar things.

GRAMMAR GRADES

Lee. Marcos. Whitman. $2.00
The story of Marcos, a Mexican boy, who went down the mountain toward the great city and finally found what he wanted most in the world.

Meigs. The Covered Bridge. Macmillan. $2.00
The exciting and interesting visit which Constance made to Vermont in the winter of 1800.

Morris. Susan and Arabella Pioneers. Little. $1.75
The thrilling adventures of Susan and her doll, Arabella, as she pioneered with her mother and father from Missouri to Oregon to help build a home in the wilderness.

Sawyer. Roller Skates. Viking. $2.00
Lucinda spends a happy year in the 1890's exploring New York City on roller skates when her father and mother go to Europe. This book won the 1937 Newbery award.

HIGH SCHOOL

Gray. Beppy Marlowe of Charles Town. Viking. $2.00
The truly thrilling story of Beppy Marlowe who left London and fine clothes to come away to America and Indians in 1715.

Kelly. King Richard's Squire. Crowell. $2.00
A tale of England in the time of Shakespeare, Chaucer and Richard II.

Morehead. New World Builders. Winston. $2.00
The exciting true story of the Lewis and Clark expedition, which accounts of Indian fights, stampeding buffalo, and other difficulties in crossing the continent.

Robinson. Bright Island. Randon House. $2.00
A girl who had always lived on a small island off the coast of Maine has her first mainland experience in a small co-educational school.

Any of these books can be secured at discount prices from the North Carolina Education Association, Raleigh, North Carolina.

PARENT-TEACHER RADIO FORUM

Mrs. J. K. Pettengill, President of the National Congress of Parents and Teachers, will open the 1937-38 Parent-Teacher Radio Forum on October 13 with an account of the World Education Conference which she attended in Tokyo, Japan, this summer. Her talk will be devoted primarily to the Home and School Section, sponsored by the International Federation of Home and School, of which she served as chairman and which is of deep interest to the 2,000,000 members of the Congress who are expected to constitute a large part of the listening audience.

The Parent-Teacher Radio Forum is to be broadcast by the National Broadcasting Company, over its blue network, each Wednesday afternoon from 4:30 to 5:00 o'clock E.S.T., beginning October 13, and continuing through April 13, 1938.

The general theme of the Forum, "Youth in a Modern Community," will be developed through a series of roundtable discussions, interviews, and dramatic sketches, under the leadership of specialists in health, recreation, education, and allied fields. These nationally known leaders will present their views and suggestions concerning P.T.A. activities and efforts to aid young people in becoming useful members of society.

It is expected that many groups of listeners will be organized in Congress parent-teacher associations throughout the country and that the materials presented in the Forum will be used as the basis of discussion in study groups and in P.T.A. meetings throughout the year.

An outline of the topics and speakers scheduled for the Forum is available upon request from the National Congress of Parents and Teachers, Washington, D.C.

Parent-Teacher Manual

The Parent-Teacher Manual, a guidebook for parent-teacher associations, has been recently issued by the National Congress of Parents and Teachers, 1201 Sixteenth Street, Northwest, Washington, D. C. Copies are distributed through state branches to local parent-teacher associations. Single copies may be purchased for thirty cents each. School administrators will find this publication a helpful compendium of information and suggestions.

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HOW BLOTTING PAPER WAS DISCOVERED

Blotting paper was discovered by mere accident in a paper mill in Berkshire, England, early in the nineteenth century. Before this time there were no blotters such as are found on every writing desk today. Sand was used to dry the excess ink.

A careless workman in the paper mixed a big batch of paper and forgot to put in sizing. When the owner of the mill saw what had happened, he was angry, thinking the product a dead loss. Later, however, he had occasion to write a hasty note and used some of the worthless paper. The note had to be rewritten, since the ink spread all over the surface.

The owner of the mill was still further annoyed at this. Then suddenly the thought came to him that the worthless paper might be used to take up excess ink from other paper. He tried it and found it worked. His damaged paper was no loss after all, for he sold the lot under the name of blotting paper.

It did not take long for this new kind of blotting paper to become popular. It was nearly always pink because it was made out of red rags. These rags were useless for regular paper because they were so hard to bleach. - Selected.

Vocational Education

LIVESTOCK JUDGING TEAM

At the Young Tar Heel Farmer Annual Convention held at State College during the summer, the following boys were high scorers in the Livestock Judging Contest: Philip Wilborn, Coats High School, Harnett County, won first place by scoring 505 out of a possible 600 points in judging dairy cattle, beef cattle, horses, mules, sheep and swine. Second place went to Christo Fox, Bethel Hill School, Person County, with 490 points. Reid Bailey of Madison School, Rockingham County, earned third place with 462 points and Richard Maney of West Buncombe School, Buncombe County, won the alternate's place with 461 points. These four boys with M. O. Phillips, teacher of agriculture at Coats, who coached the high scoring boy and who will act as coach of the State team, will go to Kansas City October 12 to represent North Carolina at the American Royal Livestock Show.

Arnold Boswell, fifteen year old student of vocational agriculture in the Bailey High School, Nash County, earned the right to represent North Carolina, South Carolina and Virginia in the Regional Public Speaking Contest to be held in New Orleans the latter part of September, by winning first place in the Tri-State Contest held in South Hill, Virginia, September 7. His subject was SOIL EROSION. Boswell represented 11,000 Young Tar Heel Farmers and was accompanied to South Hill by Roy H. Thomas, State Supervisor of Agricultural Education.

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ENLARGED INDUSTRIAL EDUCATION PROGRAM

The George-Deen Act for which money was appropriated during the last Congress has made possible an expanded program in industrial education.

Although the appropriation bill was not signed until August eleventh, seventeen new teachers for general trade and industrial shops have been employed. These shop programs are organized to accommodate those older boys now attending school who are anxious to learn a trade and therefore be better prepared to enter industry upon graduation from high school. Very few of these shop programs are organized to teach specific trades, but are so arranged that boys get the fundamental tool processes common to many mechanical trades. The seventeen new shops added to the ones already in operation brings the total to fifty and indicates an expansion of fifty per cent. The different kinds of activity presented in these shops are: printing, furniture, textiles, general metal, machine shop, building trades, woodworking trades, trowel trades, decorating trades, automobile mechanics, and beauty culture.

Programs in diversified occupations are being organized in three new cities: Asheville, Albemarle, and Wilmington. Greensboro has had a successful program in operation during the last three years. These new programs are also possible because of the new money available through the George-Deen Act. Diversified Occupations is a form of part-time education. The program is under the direction of a coordinator, who uses the stores, shops, and industries of the community for the laboratory to furnish job training and the school facilities to furnish subject content material related to the occupation. The program is intended for those students who are pretty sure of going directly to work after graduation from high school. The course normally begins in the junior year and runs throughout the last two years of high school, thus making it possible for a boy or girl to secure a two-year apprenticeship in the occupation of his choice and at the same time to complete his high school education and graduate with his class.

ADDITIONAL AGRICULTURE BOOKS

Two new books, Farm Soils and Practical Poultry Management, have been added to the list of Agriculture texts recently adopted by the State Board of Education. The complete list is as follows:

Title	State Retail Price
Farm Crops (Smith)	$ 1.55
Southern Field Crop Enterprises (Lippincott)	1.725
Farm Soils (Wiley)	2.37
Livestock Farming (Smith)	2.00
Practical Poultry Management (Wiley)	2.37
Swine Enterprises (Lippincott)	1.725
Dairy Enterprises (Lippincott)	1.725
Horticulture (Smith)	2.00
Job Operations in Farm Mechanics (Interstate)	1.08
Farmer's Shop Book, 5 ed. (Bruce)	2.42
Farm Management and Marketing (Lippincott)	1.725
Marketing of Farm Products (Interstate)	1.73

These books may be purchased from the State Textbook Commission, Raleigh, N. C.

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LICENSED BUSINESS SCHOOLS AND COLLEGES, 1937-38

Blanton's Business College, Asheville
Bryce Commercial College, High Point
Burlington Business College, Burlington
Carolina Business School, Charlotte
Carolina School of Commerce, Rocky Mount
Cecil's Business College, Asheville
Croft Secretarial School, Durham
Dickinson's Secretarial School, Charlotte
Draughon Business College, Winston-Salem
Durham College of Commerce, Durham
Mrs. W. W. Fuller's School, Oxford
Gastonia Business College, Gastonia
Gate City Secretarial School, Greensboro
Guilford Business College, High Point
Miss Hardbarger's Secretarial School, Raleigh
Henderson Business College, Henderson
Hoyle's Secretarial School, Raleigh
Jones Business College, High Point
Kennedy's Commercial School, Durham
King's Business College, Charlotte
King's Business College, Greensboro
King's Business College, Raleigh
McClung's Business College, Greensboro
Mrs. Motte's Secretarial School, Wilmington
National Business Training School, Charlotte
National School of Commerce, Charlotte
Raleigh School of Commerce, Raleigh
Salisbury Business College, Salisbury
Sanford Business College, Sanford
Worth's Business College, Fayetteville

Laws, Rulings and Opinions

RIGHT TO ATTEND PUBLIC SCHOOLS

Question: If a man having no children is a home owner paying city taxes including a supplement for schools has a niece from another state living with him, may he send her to the public schools of the city for any part or the full nine months? Answer: If the home owner and resident of _____ has the custody of the person of a niece, whose parents live in another state but, nevertheless, the resident of this State is caring for the child and is in loco parentis, the school authorities of the district in which he resides will be compelled to accept such child for tuition. In my judgment, this also applies to the ninth month run upon supplements. - Attorney General, August 27, 1937.

- 0 -

TEACHERS' HEALTH CERTIFICATE

Question: Is it competent for the "School Board" to require teachers in the _____ city schools to receive their health certificates from the Health Department? Answer: The answer is "no". The School Board has no authority to modify or restrict the application of law or limit the source of the certificate to the City Health Department. The presentation of a certificate from the county physician, or other reputable physician of the county, ends the matter so far as this part of the teacher's qualification is concerned. - Attorney General, July 23, 1937.

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SALE OF SCHOOL PROPERTY

Section 1. That section sixty-two of chapter one hundred and thirty-six of the Public Laws of North Carolina, Session 1923, be and the same is hereby repealed.

Sec. 2. That when in the opinion of the Board, any schoolhouse, schoolhouse site or other public school property has become unnecessary for public school purposes, it may sell the same at public auction after advertising the said property for the period of time and in like manner as to places and publication in newspapers as now prescribed for sales of real estate under deeds of trust. Provided further, that the sale shall be reported to the office of the Clerk of the Superior Court and remain open for ten (10) days for an increase bid, and if the said bid is increased the property shall be re-advertised in the manner as re-sales under deeds of trusts, and if there is no raised or increased bid within ten (10) days, the Chairman and Secretary of the Board shall execute a deed to the purchaser, and the proceeds shall be paid to the Treasurer of the County School Fund.

Sec. 2(a). That after the sale of school property, as herein provided for, has been had and in the opinion of the County Board of Education the amount offered for the property, either at the first or any subsequent sale, is inadequate, then, upon a finding of such fact by the County Board of Education, the said board is authorized to reject such bid and to sell the property at private sale, provided the price offered is in excess of that offered at such public sale. (1937 amendment.)

Sec. 3. All laws and clauses of laws in conflict with the provisions of this act are hereby repealed.

Sec. 4. This act shall be in force and effect from and after ratification. 1933, c. 494.

COPY

15 September 1937

SUBJECT: School law; Machinery Act, Section 9, supplement bus driver's salary

Hon. Clyde A. Erwin
State Supt. Public Instruction
Raleigh, N. C.

Dear Mr. Erwin:

Section 9 of the School Machinery Act in its last paragraph provides that "the objects of expenditure designated as maintenance of plant and fixed charges shall be supplied from funds required by law to be placed to the credit of the public school fund of the county and derived from fines, forfeitures, penalties, dog taxes, poll taxes, and from all other sources except state funds"; it further provides, however, "that when necessity shall be shown, the State School Commission may approve the use of such funds in any administrative unit to supplement any object or item of the current expense budget; and in such cases the tax levying authorities of the County Administrative Unit shall make a sufficient tax levy to provide the necessary funds for maintenance of plant, fixed charges, and capital outlay."

We may disregard the reference to "capital outlay" in this connection, as it is not properly coordinated with the first part of the paragraph and does not mean anying in so far as our present inquiry is concerned.

The question here is as to whether or not under the procedure laid down in this paragraph a portion of the funds derived from fines, forfeitures, penalties, dog taxes and poll taxes, may be used to supplement the salary of the driver of a school bus.

I think there is no question that this may be done, because one of the objects of current expense in the classified list of such expenses in Section 9 is "drivers and contracts", which appears as division 4a (1) of the objects of expenditure.

I think a light may be thrown on questions of this sort, that is, the use of the specified funds for objects other than the maintenance of plant and fixed charges, if we bear in mind that the Legislature regarded the law as requiring these funds to remain in the county for expenditure for school purposes. There never was any reason, except one of convenience, why the funds should be devoted to maintenance of plant and fixed charges in the School Machinery Act, and the Legislature doubtless realized that in some circumstances they might be more appropriately used to supplement other objects of current expense.

In case such use of the funds is authorized, it is mandatory on the "tax levying authorities", i.e., the County Commissioners, to take care of the maintenance of plant and fixed charges by a levy for that purpose.

Very truly yours,

A.A.F. Seawell
Attorney General

S:B

The Teacher

The teacher is a prophet;
He lays the foundations of tomorrow.

The teacher is an artist;
He works with the precious clay of
unfolding personality.

The teacher is a builder;
He works with the higher and finer
values of civilization.

The teacher is a friend;
His heart responds to the faith and
devotion of his students.

The teacher is a citizen;
He is selected and licensed for the
improvement of society.

The teacher is a pioneer;
He is always attempting the impossible
and winning out.

The teacher is a believer;
He has abiding faith in the improv-
ability of the human race.

- Joy Elmer Morgan.

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NORTH CAROLINA
STATE LIBRARY

VOLUME 2 NUMBER 2

October, 1937

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

NORTH CAROLINA
STATE LIBRARY

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October, 1937

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

October 27, 1937

To Superintendents, Principals and Teachers:

A bulletin containing materials and suggestions for the observation of American Education Week is being sent out from the State Department of Public Instruction this week to the county and city superintendents of schools in sufficient quantities to provide one bulletin for each school.

I am very anxious that every school in the State make full use of the opportunities of American Education Week to place the problems of public education squarely before the people. This week properly used can be made a tremendous influence in the development of interest in and understanding of the public school system. I hope very much that you will give the observance of this week major attention.

With best wishes, I am

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

Volume II October, 1937 Number 2

* * * * *

"No idea can be more erroneous than that children go to school to learn the rudiments of knowledge only, and not to form character. The character of children is always forming. No place, no companion, is without an influence upon it; and at school it is formed more rapidly than anywhere else." - Horace Mann.

NOTES AND ANNOUNCEMENTS

GREENSBORO BROADCAST

Under the direction of Miss Eunice Kneece, teacher of history, the Senior High School of Greensboro is putting on a weekly radio program over WBIG, the local station, each Wednesday evening at 8:45 p.m. According to the write-up by Bob Eddy in the RADIO GUIDE for the week ending October 23, these broadcasts are highly successful both from the standpoint of the listeners of Greensboro and surrounding area and from the experience obtained by the pupils who take part in the program. Several types s of programs are given: dramatic presentations, forums, musical programs, talks by authorities, debates and even student-council meetings.

According to Miss Kneece, "more students listen to radio than read the newspapers, and for that reason it is the most effective channel of reaching them and consequently serves as the best source for criticism. The three main objectives the use of the radio is accomplishing are: actual classroom practice, school publicity and the dissemination of knowledge to listeners. If the program is of general educational value to a majority of listeners, then it will not have defeated our purpose."

We join with Bob Eddy in saying that "Greensboro is to be complimented" in this endeavor.

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MOTION PICTURE FILMS

The Section of Motion Pictures of the Pan American Union, Washington, D. C., offers to schools and colleges, study clubs, service groups and other interested organizations, motion pictures on the Republics of Latin America. They are loaned free of charge, except that the borrower agrees to pay transportation charges.

All correspondence relative to films should be addressed to the Section of Motion Pictures, Pan American Union, Washington, D. C. Films will be loaned only to adults who can identify themselves as representing a responsible organization, and who agree to the conditions set forth in the "Film Borrower's agreement."

Requests for films should be made at least THREE WEEKS before the scheduled showing. It is suggested that an alternate film be indicated, in case the first choice is not available. Unless otherwise specified, all films are sound pictures and are available in both 16-mm and 35-mm widths on non-inflammable safety stock. It is important to specify the width of film desired.

NINTH GORGAS MEMORIAL ESSAY CONTEST ANNOUNCED

Announcement of the Ninth Gorgas Memorial Essay Contest has been made by Admiral Cary T. Grayson, Chairman of the Board of Directors of the Gorgas Memorial Institute, from the office of the Institute at 1835 Eye Street, Northwest, Washington, D. C. The essay contests have become an annual feature of the program of personal health education carried on by the Institute. High schools throughout the country are invited to enroll. Participation is restricted to students in the third and fourth years of high school.

For the best essay written in each school, a bronze Gorgas medal is awarded and the student so honored represents his school in the State competition. A prize of $10 in cash is given for the best essay in each State. The judges are State officials - the State Health Officer, the State Superintendent of Public Instruction and the Secretary of State. The State-prize-winning essays are then judged for the national awards. First Prize is $500 in cash and a travel allowance of $200 for a trip to Washington to receive the prize. Second Prize is $150 in cash and Third Prize $50.

The subject for this year: The Achievements of William Crawford Gorgas and Their Relation to Our Health.

The dates of the contest: October 21, 1937 to January 21, 1938.

Full information concerning the contest may be found on school bulletin boards or can be obtained from the Gorgas Memorial Institute, Washington, D. C.

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APPRAISING THE ELEMENTARY SCHOOL PROGRAM

The Sixteenth Yearbook of the Department of Elementary School Principals, "Appraising the Elementary School Program", has just been sent to members. This Yearbook meets an urgent demand throughout the nation to re-examine the philosophies, curricula, administrative and supervisory policies, and classroom technics in the field of elementary education. It describes specific technics and criteria which have been used or proposed for evaluating various phases of the program in individual schools. It also discusses the uses and abuses of achievement tests and other instruments of appraisal.

An eighty page ANNOTATED BIBLIOGRAPHY of its FIRST FIFTEEN YEARBOOKS has recently been published by the Department of Elementary School Principals. Its purpose is to show how to locate information in the D.E.S.P. Yearbooks, and thus take advantage of the great store of knowledge contained in them. This book is not for sale. It is prepared only for the 1937-38 members of the Department.

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THE DIRECTORY FOR 1937-38

The Educational Directory annually issued from this office will be available early in December, we hope. The lists of elementary and high schools have been consolidated and all elementary white schools have been given. The city units are listed following the county units in which they are located for both white and colored races. We hope this change in the method of listing this information will be an added convenience to those who use the publication. When available, copies will be furnished to all superintendents and to others requesting it.

TWO NEW MAGAZINES

Sample copies of two new school magazines have been received at the office of the State Superintendent of Public Instruction: JUNIOR SCHOLASTIC and STUDENT LIFE.

The first is a weekly, companion to SCHOLASTIC, the high school weekly issued under the same editorial management. The new magazine is intended for classroom use in the upper elementary grades and the junior high schools, and especially for classes in English and Social Studies. Subscriptions (32 issues), $1.25 for single copies and eighty cents for two or more copies to one address, should be made to Junior Scholastic, Chamber of Commerce Building, Pittsburgh, Pa.

STUDENT LIFE incorporates the publication formerly titled Student Leader, and is the official publication of the National Honor Society and the National Association of Student Officers. It is published eight times during the year by the Department of Secondary School Principals of the National Education Association. Its purpose is to encourage better practice in schools. The subscription price is $1.00 per year for single copies and fifty cents in clubs of three or more to a single address. Subscriptions should be sent to Student Life, 5835 Kimbark Avenue, Chicago, Illinois.

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CONTESTS OF CONSTITUTION SESQUICENTENNIAL

The Education Division of the Constitution Sesquicentennial Commission has planned four definite projects and contest activities for which a medal will be awarded. These educational projects include (1) Creative writing contests - 1937; (2) Declamation, essay and oratorical contests - 1937-38; (3) Journalistic achievement contests - 1938; and (4) Every Pupil Constitution Test - 1938-39. This last project will consist of tests prepared for three groups between the fourth and twelfth grades in order that students in any school may test out their ability on the Constitution theme.

In order to avoid duplication of effort and promote unity of purpose these four projects will be organized under a State Committee especially appointed for each activity in cooperation with the National Commission. Supt. Clyde A. Erwin has agreed to act as chairman of the North Carolina "State Educational Contest Committee". Other appointments will be completed and announced in the near future. The United States Constitution Sesquicentennial Commission, Washington, D. C., has already distributed a pamphlet on organization and regulations to the schools whose students will compete in the contest.

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SOAP SCULPTURE COMPETITION

The National Soap Sculpture Committee, 80 East 11th Street, New York, N.Y., has announced its Annual Competition for Small Sculptures in White Soap. This contest will close May 15, 1938.

As in previous competitions, cash prizes totaling $2,000 will be awarded in three groups: ADVANCED AMATEUR, SENIOR, and JUNIOR. A special Group Prize of $100 will be awarded and a plaque will be given to the public, private or parochial school or class entering the best exhibit of soap sculpture in which a group has participated. The pieces in the exhibit are to be related and must make up a unit. (Examples: an Indian village; a farmyard; a group of buildings; a zoo; an aviation field, etc.)

OCTOBER SCHOOL FACTS

"Grade Progress" is the title of the October number of STATE SCHOOL FACTS, official publication of the State Department of Public Instruction. This issue of SCHOOL FACTS presents a study of the enrollment by grades for the white and colored children of the State from 1923-24 to 1935-36, inclusive. The data are presented in such a way as to show the progress of the children through the grades. The records are complete for first grades entering in 1923-24, 1924-25 and 1925-26, that is, it is shown how many of the first graders of those years came through the eleventh grade.

In order to more easily understand the grade by grade progress of the pupils enrolled, SCHOOL FACTS presents a table showing the grade survivals of each 1,000 first grade pupils. This table indicates that an increase is being made in the number of pupils who reach the higher grades. There is a noticeable improvement since the school term was extended to a minimum of eight months.

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BULLETIN ON AMERICAN EDUCATION WEEK NOVEMBER 7-13,1937

This year the Department has issued a bulletin to aid teachers and principals in the preparation of programs for the celebration of American Education Week, November 7-13, 1937. This bulletin, beautifully bound with a cut of the State flag on the front, contains greetings from the Governor, his picture, a foreword by the State Superintendent, both the State Song and "Ho! for Carolina" and other timely material and suggestions for making programs for each day of the week. Quantities, sufficient for one to a school, have been sent to the superintendents for distribution to the principals and head teachers. The bulletin was prepared by Mrs. Juanita McDougald Melchior, formerly a member of this Department.

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JEANES TEACHERS' CONFERENCES

Four group conferences for Jeanes teachers will be held during the week, November 8-12, at Winston-Salem, Raleigh, Fayetteville and Elizabeth City. The programs at each conference are based upon the problems suggested by the Jeanes teachers last spring as being the ones that needed most careful study and consideration. These problems are:

I. Consolidation, Transportation and Adequate High School Facilities.

II. Attendance.

III. Building and Equipment.

IV. Classroom Instruction.

1. Lack of supplementary materials and libraries.
2. Low reading ability of pupils.
3. Unsatisfactory testing program.
4. Retardation in upper grades.

V. Poorly Trained Teachers. Lack of Time for Adequate Supervision.

VI. Lack of Adequate Health Service and Supervision.

It is hoped that all Jeanes teachers of the State will be present at one of these one-day conferences, each of which is scheduled to begin at 10:00 A.M.

SCHOOL PAPERS FOR 1937-38

Copies of several school papers for the current year have already been received at the office of the State Superintendent. We are glad to get these papers. They are evidence of some of the fine work that is being done in the schools. This BULLETIN wishes to go on record as approving this sort of school activity. Many of the papers received compare favorably with the best type of paper of its kind, and the editorials in many instances reflect not only a breadth of viewpoint but also careful preparation on the part of the editors.

The following papers have been received this year:

BENHAVEN NEWS, Vol. VIII, No. 5
BROADCASTER, Vol. II, No. 1
THE CANNON REPORT, Vol. IV, Nos. 1 and 2
THE MIRROR, Vol. II, Nos. 1 and 2
THE HI-TIMES, Vol. V, No. 1
THE POINTER, Vol. II, No. 1
SEAGROVE HIGHLITE, Vol. II, No. 1
THE STUDENT ECHO, Vol. II, No. 1
CALDWELL LIFE
CENTRAL TIMES, Vol. 2, No. 3
KNO-WIT-AWL, Vol. I, Nos. 1 and 2
THE SEARCH LIGHT
THE STONEVILLE HIGH MIRROR, Vol. 3, No. 1
SPENCER HI LIFE, Vol. 2, No. 1
THE HERALD, Vol. XI, No. 1
SCHOOL LIFE, Vol. 10, No. 1
BETHEL BOOSTER
OUR CLASSROOM NEWS-RECORD, Vol. II, No. 3
CLIFFSIDE HI-LIGHT, Vol. V, No. 1
THE BROADCASTER, Vol. i, No. 1
THE GOLD AND BLUE REPORTER, Vol. I, No. 1

Several of these papers, as will be noted, are newcomers to the field of school journalism. The last mentioned is sponsored by the Senior Class of the Scotland Neck High School. We quote a timely editorial from that publication as follows:

"A Warning

We have six school buses bringing approximately two hundred and eighty pupils to our school. Again, we urge the cooperation of the parents, the bus drivers, and the public in seeing that these special children are transported safely each day. Now, Mr. Bus Driver, a stern duty is yours as you travel over the many roads with your cargo of North Carolina boys and girls."

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NEW ART MAGAZINE ANNOUNCED

ART INSTRUCTION, a new magazine in the field of art education, began publication in April, 1937, and is to be published monthly. It is designed primarily for art teachers and students, and artists, in both fine and commercial arts. Ernest W. Watson and Arthur L. Guptill are the editors and are widely known in the field of education and art.

ART INSTRUCTION will assist the teacher in making art function in the integrative program and leading artists and experts in all fields of art will contribute articles as well as illustrative materials. Further information about the new publication in the field of art may be obtained from Watson-Guptill Publications, Inc., 330 West 42nd Street, New York, N.Y.

ANOTHER HANDBOOK

Another mimeographed handbook recently received at the office of the State Superintendent came from Hickory. This bulletin entitled "Manual for Principals and Teachers" contains some very pertinent and excellent suggestions for principals and teachers. The following questions are listed "for consideration by principals":

1. Do you check the attendance of your school each morning?
2. Are you able to secure and retain the enthusiastic cooperation of your teachers and pupils in maintaining a high attendance record?
3. Is your office an example of neatness?
4. Do you have promptness, neatness and accuracy emphasized in every school exercise and activity?
5. Do you make regular inspections of your building and grounds to see that the janitor is doing a good job, that there are no fire hazards in evidence?
    a. Are all waste baskets emptied each afternoon?
    b. Are only safety matches used by janitors?
6. Does the janitor have the building comfortable by the opening of school during the winter months?
7. Do you have a plan for locating owners of lost and found articles?
8. Do you allow pupils to leave school to follow athletic teams?
9. Are you a real crank about the care of buildings, grounds and equipment so that we may add to what we have instead of spending our limited funds for replacements?
10. Do you strive to impart a spirit of fair play, courtesy and good sportmanship to all in your school?
11. Do you familiarize yourself with every activity of your school and see that it is properly carried out?
12. Do you get reports in promptly and neatly typed?
13. Do you have all permanent records accurately and neatly kept?
14. Do you systematize the routine activities of your school and assign duties to teachers in a manner that will equalize the duties and responsibilities of all?
15. Do you inspect teachers' registers regularly?
16. Do you keep an up-to-date, neat and accurate record of all finances which pass through your hands, such as school entertainments, shows, etc.?
17. Do you require all teachers to sign notices posted for their information or sent around to the teachers, and do you then file such signed notices?
18. Are you familiar with the new State requirements for accrediting schools?
19. Are you familiar with State regulations and laws concerning the following:
    1. Selection and pay of substitute teachers?
    2. Health regulations and laws?
    3. Fire drill requirements?
    4. Law concerning selling and advertising in schools?
    5. Attendance laws?
    6. School bus laws and regulations?
20. Do your teachers understand that pupils are never to leave school without your permission?
21. Do you see that good order is maintained at all night gatherings at your school?

22. If it becomes necessary to have a substitute janitor-fireman at any time, do you see that the substitute knows how to manage the boiler and by all means sees that the water is properly supplied?
23. Do you see that water is off and drained from the boiler and all pipes when your school closes for Christmas? We do not want plumbing and heating repair bills because of frozen pipes, etc., during the winter.
24. If you deal with transportation of pupils, have you carefully systematized the entire procedure?
25. Do you prepare careful plans to be used by all teachers the first day?

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ADMINISTRATIVE BULLETIN

The Morven city administrative unit sends us a copy of its 8-page "Administrative Bulletin, No. 1", which according to the notation thereon "brings to you needed information about school policies and general information that will be of value to you during the year." This bulletin gives information about such things as: school calendar, time of teachers reporting and leaving, educational days and birthday anniversaries, chapel programs, play period schedules, lunch duty, absences, tardies, textbooks, professional reading and meetings, and necessary rules of administration. The bulletin closes with "A Few Fundamentals of Good Teaching":

1. Make all provisions possible for individual differences.
2. Arouse and maintain interest of the pupils.
3. At all times provide proper light, heat, and ventilation.
4. Make school room and building neat and attractive.
5. Do not do too much for the pupils. Pupils learn by doing.
6. Make situations and experiences as nearly true to the life of the pupils as possible.

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THE SEPTEMBER RESEARCH BULLETIN

"Federal Support for Education" is the title of the September Research Bulletin which has just come from the press. This Bulletin gives the important aspects of this vital problem which were brought out at the Congressional hearings on the Harrison-Black-Fletcher Bill. The publication gives brief sections to the following titles:

Inequalities of Educational Opportunity
Economic Ability of the States to Support Schools
The Size of the Educational Task
The Declining Birth-Rate
Migration from Farms
Growth in Corporate Ownership of Wealth
Efforts Required to Support an Adequate School Program
Improvement of State Tax Systems
School Costs and Other Expenditures
The Incidence of Federal Taxation
Mobility of Population
Further Questions on Federal Aid

Copies of this issue of these Bulletins may be obtained at twenty-five cents each from the National Education Association, Washington, D. C.

FRESHMAN ENGLISH PLACEMENT AT CAROLINA, 1937

This fall the Freshman English staff of the "Carolina" unit of the University, Chapel Hill, tested, organized, and began teaching 891 students, including 760 beginning freshman and 111 upper classmen who for one cause or another lacked one quarter of the required Freshman English.

The tests used were divided into seven exercises consisting of (1) a true-false test on punctuation, capitalization, sentence structure and dictionary sentence unity, verb usage, and grammatical correctness and reasoning; (2) a three-hundred word placement theme on a topic of the students choice from a list of seven; (3) a vocabulary test; (4) a reading comprehension test; (5) a spelling test; (6) a prepared theme; and (7) two class themes.

Some of the results obtained from these tests should be of interest to high school principals and teachers of English. On the basis of the first two items the students were given tentative placement, as follows:

Class C (poor - lowest quartile) - 184 students
Class B (average proportion) - 493 students
Class A (superior) 83 students

In the meantime, while the students were being introduced to the work of the course on their respective levels, the accuracy of the placement was tested by giving them additional tests on vocabulary, reading, spelling and theme writing. As a result of these further tests only a few changes were made in the original groupings.

Not having sufficient space to give the entire results, the following quotations from the study are given:

"On the whole, the indication offered by the results of our testing program is that the preparation of our freshman class in English is considerably below that of freshmen in the United States at large. Apparently we shall have to deal with a large number of students who are no better trained than tenth or eleventh grade pupils in good high schools."

"From consideration of these facts about the English training of this year's freshman class at the University of North Carolina, particularly the fact that so large a number of the freshmen are below tenth and eleventh grade high school standards of achievement, two suggestions emerge:

(1) There should be a closer rapprochement between the high schools and the University on the aims and the achievements of high school training. We of the University believe that when this problem is thrashed out there will be no conflict of interests between the two. We believe that what is good training in English for vocations and for citizenship is good training for college.

(2) Admission from high school to college should, in the interests of the State and of individual students themselves, be made more intelligently selective. Either the high schools should stop untrained students from going to college, or the college should adopt admission examinations and exclude the unfit before they reach the campus and clutter up the works."

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The worry cow might have lived till now
If she'd only saved her breath
But she thought her hay wouldn't last all day,
So she worried herself to death.

STATE PROGRAM ADULT EDUCATION

With the State-aid program of adult education now underway in ten counties and cities and approved for eleven others, North Carolina is changing an emergency measure to a permanent program as a definite part of the State public school system. The $25,000 allotted for each year of the biennium for this purpose by the Legislature last spring has practically all been applied for by counties and towns which match the State funds dollar for dollar. The program has already started in Buncombe, Catawba, Gaston, Mecklenburg, Rutherford, Union, Surry, and Swain counties and the cities of Durham and Gastonia.

Guilford, Wilson, Jackson, Stanly, Durham, Anson, and Richmond counties, and High Point, Salisbury, and Winston-Salem have appropriated funds to start the program within the next few weeks.

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REGIONAL CONFERENCE ADULT EDUCATION HELD

The Southeastern Regional Conference on Adult Education met at Chapel Hill on October 3, 4 and 5, with well-known educators from six southern states attending. The meeting was held under the auspices of the American Association for Adult Education and the North Carolina Conference on Adult Education.

R. M. Grumman, Director of the Extension Division, University of North Carolina, was chairman of the Conference Committee on Arrangements. Other members were Dr. Edgar W. Knight, Professor of Education at the University, and Mrs. Elizabeth C. Morriss, State Director of the WPA Education Program.

Dr. Knight, Dr. Howard W. Odum, and Professor Roben J. Maaske of the University; George L. Maxwell, Assistant Director of the Education Division of the Works Progress Administration; Lyman Bryson, Professor of Adult Education at Teachers' College, Columbia University; and Clarence B. Loomis, Regional Discussion Specialist of the AAA, led discussions centering around the conference theme: Present trends and the development of continuous education programs for adults in the southeastern states.

Others participating in the program were: Miss Tommie Dora Barker, Dean of the Library School, Emory University; Miss Mary Rothrock, Director of Libraries, TVA; Miss Marjorie Beal, Secretary of N.C. Library Commission; Ray Armstrong, Superintendent of Schools, Goldsboro; John Barclay, Director of the Seven-county Forum of N.C.; Dean B.C. Riley of the University of Florida and G.M. Turner, O.R. McJunkins, and Edith Cameron of the School of Adult Education of Florida; Keener C. Frazer, Albert Coates, Frederick H. Koch, Harold D. Meyer, and Dean R.B. House, of the University of North Carolina; Dr. Roy Norton, State Board of Health, Raleigh; Mrs. Joseph S. Correll, President N.C. Federation of Music Clubs; Miss Wil Lou Gray, Supervisor of Adult Schools of South Carolina; J.A. Capps, Director of Education, N.C. Prison Division; Robert O. Cooper, Hampton Institute, Virginia; Mrs. Bess N. Rosa, Woman's College, U.N.C.; Miss Rose L. Mills, State Supervisor of WPA Nursery Schools; Mrs. Della Day, Field Representative of the WPA Education Program; Mrs. Jane S. McKimmon, Agricultural Extension Service, N.C. State College; Henry R. Halsey of Atlanta and Morriss E. Milner of Fort Bragg, representing the CCC camps; George Mitchell and Chester Snell, of the Farm Security Administration; C.E. McIntosh, Director of the NYA of N.C.; George F. Gant, representing the TVA; Mrs. May E. Campbell, Director of the WPA Women's and Professional Projects, N.C.; and Mrs. MaNita Dunwoody, of the WPA Education Division of Georgia.

President Frank Graham of the University of North Carolina presided at the luncheon session on October 4. At this time George B. Zehmer, Director of the Extension Department of the University of Virginia, compared English and American methods of adult education. Miss Mary L. Ely, Associate Director of Studies, American Association for Adult Education, summarized and interpreted the conference to conclude the session on Thursday evening.

SEPTEMBER REPORT W.P.A. RECREATION DIVISION

According to the Report of the State Director of Recreation of the Works Progress Administration a total of 349,880 children and 65,630 adults were in attendance at the activity programs sponsored during the month of September. There were 282 recreation units, 138 white and 44 colored, in operation. The following excerpts are taken from the narrative portion of the report:

"Activities for the month have been interesting. . A Wild Flower Show was most successful. Instruments are being made for toy orchestras in many places. Interest in football, soccer, speedball and other sports is keen. The Farmers' Center at Rocky Mount is developing nicely. The merchants and business men are especially interested in offering such activities to those selling tobacco and shopping there. Community Night, Camp-fire programs, hikes, quilting bees and The Big Apple are still favorites in most sections.

"Much interest has been given to two new programs which have been organized during September, a mill center near Rockingham and a private camp near Banner Elk. Both communities have been considered difficult problems from the standpoint of a federal recreation program and it was not advisable to open centers earlier. However, in both cases assistance from W.P.A. was solicited recently.

"Our county supervisor of recreation had tried unsuccessfully several months ago to set up a program in the mill village where they had built, some years ago, a well-equipped community house surrounded with a park containing "Keep Off Of Grass" signs, an unused tennis court, and adequate play space. It was being carefully preserved as a place to entertain New York officials on their annual trips south. Something happened to develop a new conception of its value to the community. Now the facilities are at our disposal with the whole-hearted support of the officials and a plan to place our supervisor on the mill pay roll at an early date.

"In Banner Elk, we have organized another interesting program. The owner of Beech Haven Camp, a private camp for girls located a fourth of a mile from the village post office, offered the camp facilities as a community center. Now the village people, those living up the 'hollows', 'down Heaton way', and from 'Yan side of Beech' are enjoying community gatherings based on the cultural pattern of the community.

"The first community night program was most gratifying. Publicity was difficult since the community has no newspaper, not even a weekly, so the reliable 'word of mouth' method in meeting friends at village post office, store, and visits up 'the hollows' was relied upon. The mountain folks arrived with fiddles, banjos, harmonicas and their own ideas for an evening of fun with the 'nabers'. Young folks and old sang together old songs, hymns and ballads and left looking forward to attending the 'Twistification' announced for the next week. This community disapproves of any form of dancing. When the young asked for a Square Dance, Miss 'Nolly', an old lady on whom the community relies for advice, said, 'We jest ain't agonna start none o' that dancin' - if you'll have a 'Twistification' near 'bout all the folks u'd like that'. On inquiring we found that a 'Twistification' is an old localism used meaning a Square Dance or Virginia Reel. So the Square Dance is being revived under a local nomenclature.

"A visit with an old prospector who lives 'down Heaton Way' proved beneficial from the standpoint of discovering needs and interests of the mountain folks. Bits of philosophy and legends gathered from his conversation, as we

sat on a rock beside the mountain stream, gave the foundation for planning the entire program. Our old man, unaware of any concerted efforts of federal government towards establishing recreation programs but conscious of the need, is overjoyed at finding a 'Folksy' woman on Beech Mountain where 'nabers' can gather. About him plans are being made for organizing a 'tall Story Club' for old men.

"A successful program in these communities and others similar to this makes one more confident of permanency of recreation when the real test arises. Adequate leadership and a short interval of time will convince even the most remote sections of the State that recreation is essential."

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FIRE PREVENTION WEEK OBSERVED

Although not announced in this BULLETIN, it is learned that Fire Prevention Week, which is sponsored annually by the State Insurance Department, was observed in quite a few of the larger school units of the State during the week of October 3-9. The State Fire Marshall appeared on programs at Durham, Rocky Mount, Asheville and Salisbury. In several instances radio talks were given, and Boy Scout Troops, civic clubs and other organizations in the several cities held special discussions on the topic of "fire prevention". In Durham, seals, posters and pamphlets urging caution in the prevention of fires were distributed throughout the city. In Salisbury a fire drill that emptied the school in two minutes and five seconds was participated in by nearly 1,000 persons.

According to Mr. Brockwell, "North Carolina will lose more through fires than four and a half times the revenue from all commercial farm crops marketed in the State. And yet, with that, North Carolina has the lowest fire loss of any of the seven southern states, or any other state in the United States with the same proportion of rural and urban life."

It is well to call the attention of the youth of the State to facts about fire prevention not only on account of the enormous property loss, but in order that catastrophes where the lives of many children are taken may be avoided. Care and caution should be exercised at all times in dealing with fire. The principals of the schools should see that all fire hazards are eliminated immediately and that no others are allowed to clutter up closets, basements or attics. It is also well to conduct fire drills at periodic intervals so that in case of a fire no child will be injured or lost.

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MOST MISPRONOUNCED WORDS

The United States Office of Education recently compiled the following list of mispronounced words in the order of their frequency of use:

On	Interesting	Preferable	Automobile
Again	Accept	Drowned	Attacked
Toward	Address	Perform	Forehead

For correct pronunciation, see the dictionary.

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The Seventeenth Annual Meeting of the North Carolina College Conference will be held at Greensboro on November 3 and 4. Dean W.C. Jackson, Woman's College University of North Carolina, is president of the Conference and James E. Hillman, State Department of Public Instruction, is secretary-treasurer.

NBC MUSIC APPRECIATION HOUR

On Friday, October 15, the NBC Music Appreciation Hour began its tenth consecutive season of weekly broadcasts, again offering to the schools and colleges of America a progressive course in the appreciation of music, conducted by Walter Damrosch.

In order to make this course available to the greatest number of schools throughout the country, the broadcasts are being presented, as they were the past season, during the hour commencing at 11 a.m. Pacific Standard Time, on Fridays.

As in the past, the course consists of four series of concerts, A.B.C.D, graded to meet the requirements of different age levels. During the present season the concerts of series A and C commences at 11 o'clock P.S.T. and those of series B and D at 11:30 o'clock P.S.T.

The Instructor's Manual and Student's Notebooks are now available both to schools and to the general public, and may be obtained at the cost of production and distribution from the National Broadcasting Company, Inc., R.C.A. Building, Radio City, New York, N.Y. The Student's Notebooks contain printed musical themes of all the compositions performed, as well as intriguing questions to be answered.

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THE N.E.A. RADIO PROGRAM

Our American Schools began its seventh year on the air over the red network of the National Broadcasting Company, in two fifteen-minute programs, the first on Saturday morning at 11:00 o'clock Eastern Standard Time, the second on Wednesday evening, at 6:00 o'clock Eastern Standard Time. The Saturday morning program began October 16, the Wednesday evening program October 13. Florence Hale, educational editor, past president of the National Education Association and present member of the Board of Trustees, directs the Saturday morning program, which will deal particularly with educational opportunities closely related to the home. The Wednesday evening programs, under the direction of Belmont Farley of the NEA headquarters staff, depicts in dramatic episode the aims and needs of the schools and their teachers.

Illustrated leaflets announcing these programs are available in quantity free for distribution by teachers to the homes of school patrons and other citizens. Write to the National Education Association, Washington, D. C., stating the number of leaflets which can be distributed to advantage.

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INTER-SCHOLASTIC CORRESPONDENCE

The Interscholastic Department of the Student Forum on International Relations has at present at its office a large number of names of Australian students, mostly girls between the ages of thirteen and fifteen, who wish to correspond with a student in this country.

There is also an urgent request from Sweden for several thousand names of American students above the age of fourteen who would like to correspond with students of their own age in that country. This is part of a project worked out by the Swedish committee and may be of interest to the teachers of American history.

Further information can be obtained from the offices of the Student Forum, 521 Phelan Building, San Francisco. A self-addressed, stamped envelope should be enclosed.

GENERAL FUND BALANCE SHEET

A statement of the operations of the General Fund for the fiscal year ended June 30, 1937 was recently issued by the Budget Bureau. The figures covering this year and for the next preceding year are given below:

Available Balance and Revenues:

	June 30 1936	June 30 1937
Credit balance, July 1	$ 721,044	$ 949,927
Schedule A - Inheritance tax	530,617	3,963,002
Schedule B - Licenses	2,323,866	2,353,873
Schedule C - Franchise tax	7,245,754	7,362,061
Schedule D - Income tax	8,088,119	10,975,301
Schedule E - Sales tax	10,181,373	11,320,245
Schedule F - Beverage tax	623,815	999,990
Miscellaneous - Revenue Department	6,019	6,140
Refund - Imprest cash	25,000	(10,000)
Sales tax on gasoline	1,000,000	1,000,000
Non-tax revenue	1,415,025	1,632,863
Total availability	$ 32,151,632	$ 40,553,402

Obligations and Balance:

Legislative	$ 13,965	$ 199,432
Judicial	367,029	373,260
Executive and Administrative	1,550,507	1,699,078
Educational Institutions	1,784,488	2,032,197
Charitable and Correctional Institutions	1,597,221	1,919,522
State Aid and Obligations	803,882	1,449,299
Pensions	580,169	543,453
Contingency and Emergency (transfer to other purposes)	(273,996)	(711,503)
Reimbursement from prior years	---	(5,000)
Public Schools	20,223,211	22,111,307
Debt Service	4,281,233	4,999,554
Total obligations	$ 31,201,705	$ 35,322,102
Credit balance, June 30	949,927	5,231,300

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LATINE MODERNE

A student in a New England school had flunked in Latin. In the quiz the student was called upon to give a written translation of the verse below. There are Latin scholars reading this who will be moved to tears:

"Isabili. Heres ago.
Fortibus es in aro.
Noces, Mari, Thebi trux
Vatis in em pax a dux."

After weeks of effort, the student came forth with the following. It is not surprising that the instructor read it to the class:

"I say, Billie, here's a go,
Forty busses in a row.
"No," says Mary, "they be trucks".
"What is in 'em? Packs o' ducks."
- Peoples Gas Gazette.

NORTH CAROLINA ECONOMIC SUMMARY, 1936

The University of North Carolina NEWS LETTER, Vol. XXIII, No. 14, presented the following data that were taken from the Blue Book of Southern Progress, 1937 edition. These figures should be of interest to those who attempt to keep up with the economic parts and progress of the State.

Total land area, sq. mi.	52,462
Land area, sq. mi.	48,740
Population	3,441,000
Property, est. value*	$ 3,431,000,000
Property, assessed value	$ 2,199,518,000
Manufactures	
Products, value*	$ 1,114,387,000
Installed horsepower est.	1,000,000
Mineral products, value*	$ 6,775,000
Public utility output	
Electricity kilowatt-hours	2,861,806,000
Cotton manufacturing	
Products, value*	$ 233,737,000
Spindles, number active	5,610,178
Looms, number active	79,978
Cotton consumed, bales	1,645,028
Cottonseed oil mills	
Products, value	$ 10,717,000
Furniture made, value*	34,739,000
Lumber cut, board feet*	684,685,000
Cement consumed barrels	1,205,000
Stone sold, tons*	1,123,240
Clay sold, tons*	8,312
Sand and gravel, tons	816,000
Land area, acres	31,194,000
Land in farms, acres*	19,936,000
Available crop land acres*	8,244,000
Number of farms*	300,967
Value farm land and buildings*	$ 622,718,000
Farm products, value	$ 346,687,000
Farm crops, value	$ 253,225,000
Farm crops, acres	6,339,000
Cotton acres	958,000
Bales of cotton	612,000
Lint value	$38,862,000
Cottonseed value	$ 9,756,000
Cottonseed, tons	271,000
Tobacco, acres	607,000
Pounds	464,895,000
Value	$ 105,504,000
Corn, acres	2,350,000
Bushels	43,475,000
Value	$39,562,000
Wheat, acres	530,000
Bushels	5,194,000
Value	$ 5,921,000
Oats, acres	245,000
Bushels	3,430,000
Value	$ 2,230,000
Cattle, number	651,000
Sheep, number	66,000
Swine, number	1,111,000
Horses, number	69,000
Mules, number	301,000
Banking resources	$ 406,221,000
Capital stock	$ 24,622,000
Individual deposits	$ 351,892,000
Saving deposits	$ 79,853,000
Clearing house exchange	$ 1,797,927,000
Life ins. written*	$ 263,230,000
Total in force*	$ 1,253,205,000
Exports, value	$ 13,952,000
Imports, value	15,581,000
Railroad mileage	4,802
Motor vehicles number	504,517
Highway expenditures	$ 24,000,000
Public School expenditures**	23,400,000
School enrollment**	888,775

*1935. **1936.

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BIBLIO DEFINED

The word biblio is derived from the Greek biblion meaning book and one who writes a history of their production is a bibliographer; one who unceremoniously lifts a book is a biblioklept; one who is a book worshiper is a bibliolatrist; one who is a lover of books is a bibliophile; one who is a buyer and seller of rare books is a bibliopole; one who has a mania for collecting and owning books, especially choice ones is a bibliomane; one who is a binder of books is a bibliopegist; one who is a librarian is a bibliothec; one who is a destroyer or mutilator of books is a biblioclast; one who is versed in the knowledge about books is a bibliognost; one who is versed in bibliology is a bibliologist and one who hides away books is a bibliotaph.

VOCATIONAL EDUCATION

TWO BULLETINS AVAILABLE

There are available from the Division of Vocational Education two bulletins dealing with equipment for home economics departments and cafeterias. Both were compiled under the direction of Mrs. Madeline B. Street of the Woman's College and this office, and from suggestions secured from teachers in the field. The cafeteria bulletin describes accurately the necessary minimum equipment for cafeteria or lunch room in a small high school in which less than 100 people are served daily. The other bulletin describes the necessary equipment, giving quantity and approximate cost for a home economics department. It is organized on a three-year plan for purchasing equipment so as to lessen the financial burden on the county budget for any one year. A section is devoted to points which should be considered in selection of the equipment and this information can be used by the teacher whenever consumer education is a part of her instruction. Copies are available to superintendents and it is hoped that they will lend them from their office as there are not enough to be distributed to all schools.

Home Economics Course of Study

The home economics course of study, which is to be used as a guide by the teachers in the State, is now being analyzed and corrected prior to sending it to the press. We hope copies will be ready for distribution in November. Each department will receive a copy as school property. It is built around a three-year program, the first year directs the attention of the individual toward personal development; the second year encourages the integration of the individual and her home life; while the third year emphasizes the development of individual interests and skills for a fuller home and community life. Greater emphasis is placed upon the home living problems which the youth of today are facing. With the South leading the nation in early marriage and homemaking we cannot afford to let youth pass through the high school without giving them some preparation for the life which they face today as individuals and are anticipating tomorrow as hememakers.

There are 533 white home economics teachers and 95 Negro home economics teachers in the public schools of North Carolina today.

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MECKLENBURG'S YOUTHS WIN AT CLEVELAND FAIR

Two Mecklenburg high schools - Derita and Matthews - won high honors at the Cleveland County Fair when for the second time in succession the Derita school's livestock judging team won the silver cup for first place and Matthews High School's Frank Campbell won the highest individual honors.

Twenty-nine schools were in the contest and 87 boys participated. The Derita team, composed of Roy Bridges, R. B. Grey and Joe Bickett, scored 1,432.4 points out of a possible 1,800 while young Campbell of Matthews scored 492 out of a possible 600 points. J. W. Whitesides, head of the agricultural department of the Derita school this year and last year, was coach of that team. Q. E. Colvard, head of the agricultural department at Matthews for the last ten years and the dean of the nine high school agricultural teachers in the county, coached the Matthews team, which included also David Alexander and Mack Poyte.

The teams represented nine western counties and the boys came from high schools as far west as Brevard. Cherryville High School's team won second place with a score of 1,289.7 while Polkville High School was third with 1,180.93 points.

EXPENDITURE OF VOCATIONAL FUNDS

It has been the policy to allot vocational funds where they will do the most good, where the number to be served is sufficient, where the space and equipment available for the work are satisfactory, and where the local school officials are in thorough sympathy with vocational education.

The requirements for the expenditures are set up in Vocational Education Bulletin No. 1, Statement of Policies, issued by the Office of Education of the Department of Interior. Some of the positive requirements for using Federal funds toward the salaries of vocational teachers are:

1. Teachers receiving their salaries from vocational funds are not to be assigned to non-vocational duties. In schools where the enrollment is small, and all the time is not required for vocational duties, the salary shall be prorated on the basis of time devoted to vocational and non-vocational duties.

2. In Vocational Home Economics Departments at least one period daily shall be set apart for the teacher to hold conferences with pupils, patrons and adult home economics students. The program of a teacher of vocational subjects includes, in addition to teaching classes in school, supervision of home practice, teaching adult classes, and other community services.

3. A definite time allotment for vocational classes shall be maintained. In schools operating on the 45 minute schedule 450 minutes per week for each class, and in schools operating on the 60 minute schedule 420 minutes per week for each class, are required. This time may be used for supervised study, classroom instruction, laboratory and shop work, and for field trips which are planned as a definite part of the instructional program.

4. Because of the limited equipment it is recommended that the maximum enrollment per section in home economics be 24. A high school enrollment of 100 is fixed as the minimum for establishing departments of vocational agriculture and home economics.

5. The State Board has ruled that for 1937-38 no departments of agriculture will be reimbursed where a farm shop with adequate tools has not been provided.

The teachers of vocational subjects are members of the high school faculty, and are employed just as other teachers of the school. However, they are employed upon the recommendation and approval of the Division of Vocational Education. The successful programs are always found in schools where there is full cooperation between the teachers and the principals, and where the teachers are not burdened with duties which interfere with full performance of the services required by the vocational program.

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"CAROLINA FARMER DEGREE"

The Carolina Farmer Degree, the third highest in the State, was awarded the following young men at the State Convention of Young Tar Heel Farmers, July 23, 1937:

Ray Warwick, Newton Grove Chapter; Wade Richardson, Wendell Chapter; Buren Whisnant, Polkville; T.G. Bridges, Polkville; Charles McBrayer, Lattimore; Lawrence Hovis, Tryon; Dayton Rudisill, Tryon; Joseph Hall, Bethel Hill; Vaden Hairr, Piney Grove; Harry Simmons, Newport; Huron Watts, Harmony; W.H.Johnson, Jr., Red Oak; Clinard Nance, Denton; Ralph Spangler, Piedmont; Hugh Cornwell, Piedmont; Joseph L. Proctor, West Edgecombe; James E. Lindsay, Piney Grove; W. C. Kearns, Pleasant Garden; J. D. Simmons, B. F. Grady; Gilbert Cameron, Boone Trail; J. D. Grady, B. F. Grady; and Clarence Beam, Polkville Chapter.

LAWS AND OPINIONS

AN ACT TO PROMOTE SAFETY IN THE TRANSPORTATION OF THE SCHOOL CHILDREN OF NORTH CAROLINA.

WHEREAS, there has been an increased number of accidents by the school buses of North Carolina for the past few years, which have resulted in an appalling number of injuries and fatalities of the children of the state, and a great loss of the property of the state; and

WHEREAS, it is desirous that the childhood of North Carolina, and the property of the state be better protected: Now, Therefore,

The General Assembly of North Carolina do enact:

Sec. 1.

Bus Drivers to Have Certificate / That no person shall drive or operate a school bus over the public roads of North Carolina while the same is occupied by children unless said person shall be fully trained in the operation of motor vehicles, and shall furnish to the Superintendent of the schools of the county in which said bus shall be operated, a certificate from the Highway Patrol of North Carolina showing that he has been examined by a member of the said Highway Patrol, and that he is a fit and competent person to operate or drive a school bus over the public roads of the state.

Sec. 2. That it shall be unlawful for any person to operate or drive a school bus loaded with children over the roads of North Carolina at a greater rate of speed than thirty-five miles per hour.

Sec. 3. Any person violating section two of this Act, shall upon conviction, be fined not more than fifty dollars ($50.00) or imprisoned not more than thirty days.

Sec. 4. All laws and clauses of laws in conflict herewith are hereby repealed.

Sec. 5. This Act shall be in full force and effect from and after July first, one thousand nine hundred thirty-seven.

In the General Assembly read three times and ratified, this the 23 day of March 1937.

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TEXTBOOKS NOT FREE TO PRIVATE SCHOOLS

Question: Shall the State Textbook Commission provide free textbooks for the children in our _____ day-schools?

Answer: In your letter of August 27th you enclose letter from _____, wherein he argues that the State Textbook Commission should make available to children in _____ day schools the facilities provided for in Chapter 169 Public Laws of 1937, which provides for free basal textbooks to elementary school children of the State. The Act provides that the State Textbook Commission therein created shall acquire and/or purchase textbooks, and provide for a system of distribution thereof, so that they may be made available for the children of the public schools when the Act has been put into effect. There is no provision anywhere in the Act which would authorize the furnishing and distribution of such textbooks to private schools, and, in the absence of such authorization, the textbooks therein provided for should not be furnished to children attending private schools. - Attorney General, September 8, 1937.

RECENT BOOKS

PRIMARY GRADES

Bennett. Shawneen and the Gander. Doubleday. $2.00
How Shawneen of Ireland came by enough money to get the beautiful bugle in Mrs. Murphy's Shop.

Brock. Pig with a Front Porch. Knopf. $1.75
Two little pigs on the Gaspe Peninsula whose ambitions lead them a merry chase.

Newell. The Little Old Woman Who Used Her Head. Nelson. $1.00
What could be more sensible than making red jackets for your geese? Or buying magnifying spectacles to make your meals look bigger?

Smith. A Visit to Grandmother. McKnight. 44¢.
An everyday story that first grade children will like.

GRAMMAR GRADES

Bronson. Wonder World of Ants. Harcourt. $1.50
Beautiful black-and-white and colored illustrations for fascinating informational stories of ants.

Meadowcroft. The First Year; a Story of the Pilgrims in America. Crowell. $1.25
Through the story of the Hopkins family is given the account of the Pilgrims' first year in America.

Scacheri. Winnebago Boy. Harcourt. $2.00
A Winnebago boy, Landing Hawk, learns the meaning of many Indian traditions and symbols. Photographic illustrations.

Turpin. Lost Covers. Random House. $2.00
The story of the search for a lost Confederate stamp and what it meant to the Allen family.

HIGH SCHOOL

Bianco. Winterbound. Viking. $2.00
An interesting winter on a farm in New England.

Dwight. Drums in the Forest. Macmillan. $1.75
Exciting happenings in Quebec in 1686.

Floherty. On the Air; the Story of Radio. Doubleday. $2.00.
A behind-the-scenes description of radio broadcasting with many excellent photographs.

Hamilton, ed. How They Started; Nine Famous Men Begin Their Careers. Harcourt. $2.00
Selections from recognized biographies of Crockett, Rockefeller, Steffens, Andersen, T. Roosevelt, Sherman, Morrow and Audubon.

Any of these books can be purchased at discount prices from the North Carolina Education Association, Raleigh, North Carolina.

BOOKS

A good book is the closest friend
That I have ever had.
It peps me when I'm lazy;
I brighten when I'm sad.

Books quickly draw my interest
The world is left behind.
I love the myths, the mysteries
That are to books confined.

They truly are more loyal
Than anything that's found.
I may throw them, drop them; -
There's no protesting sound.

If all of us could realize
That books are made to read,
Are made to give ambition,
And good character to breed:

We would more quickly reach our goal,
Attain success and fame
Than those who do not read books,
And have to try again.

- Bruce Robbins - Class '39 -
Cool Springs High School
Forest City, N. C.

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RALEIGH, N. C.



'37

NORTH CAROLINA STATE LIBRARY

VOLUME 2 NUMBER 3

November, 1937

NORTH CAROLINA PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

NORTH CAROLINA
STATE LIBRARY

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

November 13, 1937

To Superintendents, Principals and Teachers:

I am giving below a copy of a letter, which I have just received from Dr. Studebaker, U. S. Commissioner of Education. I hope that all school people will cooperate to the fullest extent with the officials making this nationwide study of unemployment.

Very truly yours,

Clyde A. Erwin
State Superintendent Public Instruction

Washington, D. C.
November 10, 1937

To All Chief State School Officers:

At the request of John D. Biggers, Administrator, I am taking the liberty of addressing you regarding the Census of the Unemployed and Partically Unemployed, which has been ordered by the Congress of the United States.

It will not be necessary for me to point out that, while the Census of the Unemployed does not directly concern the schools as such, it does concern many of the mothers and fathers of children in school, and hence the welfare of the children themselves. Where family heads are unemployed, children may sometimes be deprived of proper food and clothing. Such conditions are obviously matters which concern school people.

You might like to suggest to your county and city superintendents that they arrange on November 16 - the day the Census cards are to be delivered to the homes - to have their teachers explain to their pupils the reasons for and method of taking the Census. This would have the double effect of informing the children on an important and interesting public undertaking, and of enabling children of illiterate or foreign born unemployed parents to assist in filling out the cards.

I join Mr. Biggers in asking your cooperation and that of the other school officials of your State in obtaining an accurate Census of the Unemployed.

Enclosed is a suggested statement which might be made by all teachers to their students. Detailed information concerning the Census may be obtained from the local Post Offices.

Cordially yours,

J.W. Studebaker
Commissioner of Education

Enclosure (See p. 19 this BULLETIN).

N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

Volume II November, 1937 Number 3

* * * * *

"As government gives force to public opinion, it is essential that public opinion be enlightened." - George Washington.

EDITORIAL

EXPLOITING THE SCHOOL CHILD

Attention is called to a recent editorial in the SHELBY DAILY STAR with reference to the sale of certain products by school children. We quote two paragraphs from this editorial as follows:

"Shrewd out-of-town business firms have invaded the State-run public schools with tempting selling schemes to further the sale of their products. And the sad part of it is that teachers who are in responsible positions will unthoughtedly allow the children to be exploited in any such manner.

"We admit that an individual child has a right to sell any legitimate product his parent might allow on his own responsibility, but when an organized body of school students take to the streets as peddlers upon the approval and encouragement of the teachers, they are neglecting the purpose for which the schools are operating. Such outside duties are a serious detraction from school work and should not be permitted."

Superintendent Erwin has approved the stand taken by the editor of the SHELBY DAILY STAR, and at this time wishes to caution all teachers and principals about lending their approval and support to money-making schemes which takes the time of the children away from their school work. "Matters of this kind", Superinterdent Erwin states, "may be controlled by the person in charge of the school. Chapter 220, Public Laws of 1933, adequately covers this question." (This law is being reprinted in this BULLETIN in the section on "Laws and Opinions.")

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MORGANTON SCHOOL BAND

"The city of Morganton is conducting a campaign to raise $2,000 for the support of a high school band. The different civic organizations of the city have combined their interests and efforts to reach the goal, and with this amount buy uniforms, instruments and music so as to make the 'School Band' an essential part of the school.

"This move upon the part of this public spirited citizenry of Morganton is to be highly commended, because it shows the people have a vision. They understand the refining influence of music, and furthermore this band will give many a child a chance, who otherwise would have never had the chance to know music or the joy of playing some instrument." - The Uplift.

The BULLETIN agrees with The Uplift in stating that "this move upon the part of this public spirited citizenry of Morganton is to be highly commended." The BULLETIN would like to have a complete list of school bands, and would therefore appreciate it if any school having a band would inform this Department.

THE SCHOOL NEWSPAPER

The school newspaper is one of the most practical and most effective ways of keeping the patrons of a school district informed regarding the program and activities of their school. It is a plan of contact that may be of great value to the pupils, to the parents, and to the community as a whole. Its effectiveness is not necessarily measured by its elaborateness or expensiveness, but by its purpose, participation, vitality, and interest. It is of great value to pupils in that it is a medium of expression and participation in a progressive school activity. It is of value to the teacher and administrator as a method of carrying the progress and activities of the school into all the homes of the school community to secure a better informed and more interested citizenship. - Missouri Schools.

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EDITORIALS IN SCHOOL PAPERS

An analysis has been made of the editorials appearing in the public school papers, which have been received by the Department of Public Instruction. A great number of these editorials are local in interest, dealing with a variety of topics, such as "School Spirit", "Alumni", or abstract qualities like "Truth and Honesty". Occasionally, however, an editorial which has universal appeal may be found. For example, in the Broughton "Hi-Times" of Raleigh, a very apt editorial "College is Ahead" reaches to every high school. This editorial, touching upon a very timely subject warns seniors to "have a well-formed foundation for your educational structure, or the building will fall when you try to erect the densities of higher education."

Often the editorial page is opened to students in the form of a forum, where complaints may be aired and where the students may address the student body as a whole.

Particularly good is the type of editorial which attempts not only to reach the individual, but to mold the student body. The following editorial discussing "Sportsmanship" was taken from the October issue of the SEAGROVE HIGHLITE:

"Greatest of all qualities of a good athlete is sportsmanship. When he is honestly beaten, he accepts defeat in the right spirit. Sportsmanship is shown by the person who never takes unfair advantage and who always plays fair. When he wins he always acknowledges to the losers. A good athlete does not become angry when he is laughed at by someone. Thus throughout the year and the years to come may we follow out these qualities in order to be good sports."

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THE TEACHER'S HEALTH

Much is being said and done these days in the interest of the mental and physical health of school children, but less is being said and done about the health and physical fitness of the teacher. And yet there is a close and definite relation between the two. The state of the teacher's health, and of her mental and emotional well-being, largely determine those states in her pupils. The teacher's health, personality, general attitude and outlook on life, are readily reflected in the attitude and conduct of her pupils. Their behavior patterns are largely of her making.

Teachers owe it to themselves, their profession and to the children put in their charge for eight or nine months of the year to keep themselves as mentally alert and physically well as possible. - The Health Bulletin, October, 1937.

ENRICHING THE CURRICULUM

Striving to break away from the old system of teaching "readin', 'ritin', and 'rithmetic", there has been widespread effort throughout the usual curriculum of the high schools to add subjects which would fit any student to be a more worthy citizen. In addition to teaching subjects selected for general study and to prepare for higher institutions, it is desirable to include in the high school curriculum subjects which allow the student to select for himself those of especial value and interest.

In the Stony Point schools in Alexander County the curriculum has been broadened so that a student may graduate with 23 units instead of the 16 which are required. According to "The Pointer", the school paper of Stony Point, this broadened curriculum allows every child nearly 1/3 more opportunity to fit himself for life than he had a short time ago.

In this school there has been added a commercial department with typewriters, tables and chairs, which holds classes in typewriting, shorthand, business English, business arithmetic, commercial spelling and bookkeeping, adding a possible six additional units of work to the curriculum. In addition, the school has a new home economics program which trains girls not only for the best of homes but teaches them how to improve the poorer ones. The agricultural classes are still being taught, allowing the students to learn practical and applicable subjects in the school.

Another example of enriching the curriculum is that of Marshall in Madison County. This year finds four new activities opening in the school, including dramatics and the speech arts, journalism, public school music and an entirely new course in human relations.

Since a bare 25% of high school graduates attend institutions of higher learning, it is commendable that the high schools are reaching out into new fields to better develop the personality and to train their students to become above-the-average citizens.

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ENROLLMENT CODES IN REGISTER

In printing the North Carolina registers for use during this school year, "Code (e) to designate a pupil previously enrolled this year in another state" was added at the request of the Office of Education, Washington, D. C. The purpose of this additional code is to enable that office to eliminate duplicate enrollments between the states.

It is found now that there is some confusion between this new code and code (a). It is with a view of clearing up any misunderstanding about these two enrollment codes that they are redefined here as follows:

Code (a) to designate a child's first or original registration in any public school this year. A pupil who during the current school year has been in attendance in any private school will be counted in this group.

Code (e) to designate a pupil previously enrolled this year in a public school in another state.

Principals are requested to call this to the attention of the teachers under their supervision in order that the enrollment status for the schools, the administrative units, the State and the nation may be as accurate as possible.

STUDENT GOVERNMENT

Many high schools are beginning this term a system of student government. Several schools have attempted this in the past with favorable results. For example, many schools have patterned after Ellerbe, a pioneer in this field, and have opened for the students a new field in which to progress in leadership activity.

In the September issue of "The Student Echo" of Lumberton, we find a vigorous campaign favoring student government, recently inaugurated there, being waged. We quote in part from The Echo.

"Student government in high school conforms to three of the most fundamental principles of education. The first of these principles is that the real object in education so far as the development of character is concerned is to cultivate in the student the capacity for self-control, and the habit of obeying the dictates of honor and duty rather than submitting to an overwhelming external power.

"The second principle to which student government conforms is that in youth it is of utmost importance to appeal steadily and exclusively to motives which will be operative in after life.

"The third principle is Froebal's doctrine that students are best developed through productive activities, that is, through positive, visible achievement in doing or producing something."

The reasoning of The Echo is excellent in that it striked home to most opponents of student control. This method of governing students should become more wide-spread because in addition to conforming to the original aims of education it also fosters democracy in school, balances responsibility, provides opportunity for self-expression and strengthens and develops desirable personal traits.

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INTERNATIONAL CORRESPONDENCE

In the October BULLETIN attention was called to the fact that correspondence might be carried on between students in this country and those in Australia and Sweden.

For the benefit of those teachers who are interested in having students begin personal correspondence with students their own age in countries all over the world, the International Friendship League, 41 Mt. Vernon St., Boston, Mass., offers its services. The League has on hand names, ages and addresses of boys and girls in sixty-four different countries and territories. All the names have been certified by Ministries of Education of the various countries. Enclose self-addressed stamped envelope when writing the League for further information.

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FORMER DEPARTMENT MEMBER GOES TO CANAL ZONE

Dr. George Howard, recently with the University of North Carolina and formerly a member of this Department as Director of School Organization, has been appointed assistant to the superintendent of the Canal Zone Schools, Balboa Heights, Canal Zone. Dr. Howard was superintendent of the Edgecombe County schools for four years and superintendent of the Rowan County schools for five years. While with the Department he made surveys of the school organization of several counties. As a result of his survey of Lincoln County our Publication No. 71, A County-Wide Plan for the Organization of the Schools of Lincoln County, North Carolina, was issued.

NOTES AND ANNOUNCEMENTS

PARENT-TEACHER RADIO FORUM

Another radio series, which should be of interest to teachers and parents as well, is that entitled "Youth in a Modern Community", sponsored by the National Congress of Parents and Teachers and broadcast over the Blue Network of the National Broadcasting Company every Wednesday afternoon, 4:30 to 5:00 p.m. E.S.T., from October 13, 1937 to April 13, 1938.

A complete outline of the topics covered is as follows:

October	13	- Introduction and World Education Conference.
October	20	- School's In.
October	27	- Is the Rural Problem Different?
November	3	- What About Health?
November	10	- Educational Security.
November	17	- A Lift Along the Way.
November	24	- New Styles in Parent Education.
December	1	- Why Stop Learning?
December	8	- Some Are Different.
December	15	- What is Character?
December	22	- Doubling Christmas Joy.
December	29	- Who Builds This World?
January	5	- Around the World.
January	12	- Preserving Our Inheritance.
January	19	- Who Makes Social Codes?
January	26	- Mid Pleasures and Palaces.
February	2	- Alcohol and Narcotics.
February	9	- Watch Your Step.
February	16	- Through the Years.
February	23	- Why Read?
March	2	- What About the Movies?
March	9	- Art and Music.
March	16	- A Servant in the House.
March	23	- What Makes It Bounce?
March	30	- Summer Round-up of the Children.
April	6	- Leadership.
April	13	- Mileposts

These topics will be presented either through interviews, roundtable discussions, or by dramatic sketches, under the direction of the chairman of the various national committees of the P.T.A. Further information may be obtained from the office of the National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C.

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THE OLDEST COLLEGE IN AMERICA

Harvard, the first college in the Americas, was established on October 28th, 1636, by a grant of four hundred pounds from the General Court of the Massachusetts Bay Colony. Later a few hundred dollars from John Harvard, a colonial preacher, gave to the college the name of its first benefactor. From this bequest a building was begun and around it thirty apple trees were planted. This plot was known as the "Yard". Some time later the word campus was imported from Europe, but this oldest of colleges has always clung to the first term, "Harvard Yard". This yard with its thirty apple trees has become one of the widely known spots in the world. Few institutions of old have a more colorful tradition than Harvard.

ADDITIONAL RADIO PROGRAMS

The Department of Commerce and the Office of Education are sponsoring radio programs which should be interesting to educators:

1. The Office of Education series, which began November 1, is entitled "Brave New World". It presents in 26 episodes the history, culture, and present-day problems of the Latin-American countries. Diplomatic representatives from all the Latin-American Republics have endorsed this series. The hours are from 10:30 to 11:00 p.m. E.S.T. over the Columbia Broadcasting system.

2. The Department of Commerce series will be concerned with American Industry, and will be an amplification of the program on great American industries which was broadcast by Harry R. Daniel for 30 weeks, from January to August this year. On each program Mr. Daniel will relate the vast human drama found in the background of one American industry. His narrative will be interspersed with short dramatic episodes. Another feature of each program will be a six minute talk by an outstanding business leader on some social or economic topic of vital timely interest. The radio schedule by Mr. Daniel is as follows:

October 19 - Furniture
October 26 - Motor Vehicles
November 2 - Glass
November 9 - Carpets and Rugs
November 16 - Petroleum
November 23 - Dairy Products
November 30 - Commodity Distribution
December 7 - Chemicals
December 14 - Tobacco
December 21 - Toys
December 28 - Motion Pictures
January 4 - Shoe Manufacturing
January 11 - Tea, Coffee and Spices

Appended to each script will be a bibliography of references pertaining to the particular industry described in the broadcast.

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RADIO LISTENING

It is generally recognized that the average child spends a great deal of time each day in listening to the radio. Attempts have been made to evaluate this influence, and all agree that listening does leave its mark on the character of the child.

The teacher, as well as the parent, has a definite responsibility in teaching the child to evaluate what he hears on the radio. If, as a child, he is not taught to listen critically he will be easy prey in later years for any suave-tongued propagandist who buys his way onto the air.

In listening to the radio the child should be taught to search out the true motive of the program and the auspices under which it is presented. If the purpose of the broadcast is to sell a commodity, let it be recognized. If it is to win converts to a theory or cult, let it be understood. With a realization of the motives even a child will condition his reactions on the basis of reason rather than emotion. Just as we teach critical reading we must teach critical listening.

Listening tastes can be raised. Commendation for good programs will build an acceptance of more of the same calibre. Class discussions of what children like or do not like about certain programs will bring out most interesting comments. Such questions as what children think about "children's programs", how much they believe of what they hear, do they react positively to sales blurbs, and whether or not they "don't hear" announcements - all of these will stimulate thinking. - Wisconsin Journal of Education 70:38; September 1937.

ENROLLMENT IN NEGRO COLLEGES OCTOBER 1937

Below is a table which shows the total enrollment in the Negro collegiate institutions of this State as of October, 1937:

Institution	Freshman	Sophomore	Junior	Senior	Special	Total
A. & T.	256	169	112	109	22	668
Elizabeth City	157	170	54	--	--	381
Fayetteville	176	108	45	--	--	329
N. C. College	214	97	53	42	12	418
Teachers College	128	122	141	123	4	518
Bennett	105	78	61	58	3	305
Livingstone	86	69	48	40	20	263
Barber-Scotia	82	39	--	--	7	128
Lutheran	11	10	--	--	6	27
Palmer Memorial	14	13	27	22	--	76
Shaw	196	82	76	56	26	436
J.C.Smith Univ.	84	60	83	74	60	361
St. Augustine	93	42	40	41	3	219
Total	1,602	1,059	740	565	163	4,129

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WPA NURSERY SCHOOLS

Eighteen WPA Nursery Schools are now in operation in North Carolina in connection with the adult and pre-school education program. There are 611 boys and girls of two, three, and four years of age enrolled in these schools.

Many of the children were undernourished when they entered. They are given milk and a well-balanced lunch daily. They also have a physical examination every month. From the health records which are kept for each child, the average gain in weight reported for last month is a pound and a half. To help make this improvement permanent, special classes in nutrition and parent education are conducted regularly for the mothers of these children.

The mental and physical development of the boys and girls has been so marked that those who have attended Nursery Schools are proving much better first-grade students this year. Chas. F. Carroll, Jr., Superintendent of the High Point City Schools, recently commended the work being done at the High Point Nursery School by stating:

"There is every evidence in High Point that those children attending Nursery School make much better public school progress in their studies and adapt themselves more readily and satisfactorily in the social life of the school than those children of previously equal opportunities who do not obtain pre-school training."

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WPA NEGRO TEACHERS CONFERENCE

James A. Atkins, of Washington, D. C., Federal specialist in Negro adult education, was the chief speaker at two one-day conferences of WPA Negro teachers, the first meeting being held in Charlotte on November 15th, and the second in Raleigh on November 16th.

The development of a continuous education program for Negro adults was the theme of both conferences.

AMERICAN EDUCATION WEEK OBSERVED

From all reports and the papers, it appears that American Education Week was observed generally throughout the State. Superintendent Erwin states that he is very much gratified with the efforts put forth. "I feel that the programs put on in the various places will have far-reaching effects, and by reason of this celebration the public will be better informed about the work of the schools", he stated.

An example of what was done in one school unit is found in Andrews. Out there, the churches, the American Legion, the Rotary Club and the schools cooperated in putting on the program; and according to Superintendent Hudson the Methodist Church, at which place the exercises were held, was filled to overflowing. (Incidentally the first time in a long time).

The program was as follows:

America, No. 489(4) . . . . . Congregation
Scripture . . . . . Rev. W. S. Smith, Methodist
Onward Christian Soldiers, No. 280(89) . . . . . Congregation
Prayer . . . . . Rev. C. F. Rogers, Baptist
Day is Dying in the West, No. 44(90) . . . . . Congregation
Announcements
Introducing the Program . . . . . Supt. I. B. Hudson
"How Can We Educate for Peace?" . Rev. Olin G. Swicegood, Lutheran
To What Extent Can North Carolina Buy the Educational Services She Needs . . . L. B. Nichols, Chairman, County Com.
Hoi For Carolina . . . . . School
"Public Health as It Relates to Public Education and the General Welfare in North Carolina" . . . Dr. Z. P. Mitchell
"What Factors Are To Be Considered If We are to Meet the North Carolina Youth Problems in an Adequate Manner?" . . . . . Supt. H. Buck, Murphy
O Worship the King, No. 4(95) . . . . . Congregation
Benediction . . . . . Rev. W. S. Smith

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ATHLETICS CONFERENCE

A group of school men, upon the invitation of Dean R. B. House of the University of North Carolina, met at Chapel Hill on October 23 to consider the present status of high school athletics, and to attempt to reach solutions of the problems which face athletics.

The control of tournaments and similar activities, securing the interest and cooperation of all schools in the athletic association, securing properly trained officials for contests, and the making of schedules, were among the problems discussed.

In a letter which has been sent to the county and city superintendents, Mr. A. B. Combs, Conference Secretary, has called attention to the immediate problem - that of a survey through a well-planned questionnaire which will ascertain the needs of all the schools.

It is hoped that all of the schools will lend hearty support to the efforts of this group so that a major problem in the schools may be solved.

SOCIAL STUDIES INSTITUTES

In the Social Studies Institutes, which are being conducted during November and December, the Division of Instructional Service will be assisted by Miss Lena M. Horton, New York in every Institute, in addition to L. P. Denoyer of Chicago, Mr. E. L. Perkins, Chicago, Dr. S. T. Emory, Chapel Hill, and Dr. Charles F. Hoban, Jr., of Washington, D. C. Miss Hattie S. Parrott of the Department will be in charge of the discussions on Elementary Geography.

The schedule of meetings follows:

November	15	Cullowhee	December	1	Fayetteville
"	16	Asheville	"	2	Lumberton
"	17	Morganton	"	3	Wilmington
"	18	Boone	"	4	Goldsboro
"	19	Winston-Salem	"	6	Rocky Mount
"	20	Greensboro	"	7	Weldon
"	22	Shelby	"	8	Greenville
"	23	Albemarle	"	9	New Bern
"	24	Charlotte	"	10	Windsor
"	29	Rockingham	"	11	Elizabeth City
"	30	Raleigh			

The following program will be followed at each meeting:

3:30 - 4:30 P.M.	Use of maps, globes and charts. For elementary and high school teachers.
4:30 - 5:15 P.M.	Use of maps, charts and instructional materials. High school teachers.
4:30 - 5:30 P.M.	Elementary Geography - Miss Lena Horton.
7:15 - 8:30 P.M.	Visual Instruction - Dr. Charles F.Hoban, Jr. on the following dates only: November 19-24 at Winston-Salem, Greensboro, Shelby, Albemarle and Charlotte.

The Saturday schedule will be from 9:00 A.M. to 1:00 P.M.

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SCHOOL FACTS FOR NOVEMBER

The November number of STATE SCHOOL FACTS is concerned with the scholastic preparation of the teachers employed in the public schools. Figures are presented showing the training of teachers for each of the past sixteen years. This number and percentage of white and colored teachers are shown at each scholastic level of training: two years high school, three years high school, four years high school, one year college, two years college, three years college, and college graduation and above. The main feature of this edition of SCHOOL FACTS is a two-column chart showing this scholastic preparation of the teachers employed during the years 1921-22, 1924-25, 1929-30, 1934-35 and 1936-37.

Summarizing the facts presented, the editor says, "The information as presented in this number of STATE SCHOOL FACTS points to only one conclusion, and that is that the training of teachers in North Carolina, as measured in terms of scholastic credits, tends to increase from year to year. This trend is in the right direction, and should in turn reflect itself in the training of the children - and finally in the life and citizenship of the State itself."

NORTH CAROLINA INCOME

The University of North Carolina NEWS LETTER, VOL. XXIII, NO. 15, presents a table giving the per capita income by years from 1929 to 1935 in the several states. From that table the following figures are copied. Figures for North Carolina, New York, which has the highest per capita income, Mississippi, which ranks lowest in this respect, and several other Southern States are presented here:

	1929	1930	1931	1932	1933	1934	1935
North Carolina	$ 306	$ 280	$ 225	$ 177	$ 203	$ 240	$ 252
New York	1,080	1,005	863	654	605	650	700
Mississippi	268	194	152	127	129	164	170
South Carolina	263	251	202	163	184	213	224
Tennessee	350	307	244	190	197	223	232
Georgia	327	297	242	188	197	232	253
Virginia	402	383	333	262	254	285	305

North Carolina ranked 44th in per capita income for four years, 1929 to 1932, inclusive, 39th in 1933, 40th in 1934, and 42nd in 1935. The total estimated income in 1935 of $803,000,000 came from the following sources:

Agriculture	$ 218,000,000	Finance	$ 11,000,000
Manufacturing	213,000,000	Electric light, power and gas	7,000,000
Personal and professional service	93,000,000	Communication	6,000,000
Trade	87,000,000	Mining and quarrying	3,000,000
Government	76,000,000	Miscellaneous	36,000,000
Construction	14,000,000		

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HIGH SCHOOL TRIANGULAR DEBATES

The Extension Division of the University of North Carolina has recently issued the 1937 Debate Handbook. The subject for debate this year is: "Resolved, That the several states should adopt a unicameral system of legislation."

Since the school year 1912-13, the Dialectic and Philanthropic Literary Societies of the University have sponsored the high school debates, which were incorporated as the High School Debating Union and a regular feature of the Extension Division, the following year.

The query stated above will be the subject of the debating leagues of thirty-five states. Any high school may enter the contest by applying to the Extension Division of the University for information and necessary material. The winners of the preliminary triangles will be invited to Chapel Hill in the spring for the twenty-sixth final competition for the Aycock Memorial Cup. The cup will be inscribed with the name of the school and the two representatives who win in the final debate.

The query, with explanations and limitations, is discussed in the Handbook and articles for general as well as affirmative and negative reference are given.

E. R. Rankin, secretary to the debating union, stresses the fact that all debate speeches should represent the work of the student rather than the work of teachers, principals and superintendents.

NORTH CAROLINA SCHOOL LIBRARY HANDBOOK

Copies of Publication No. 197, North Carolina School Library Handbook, sufficient for one copy for each school, have been mailed to each superintendent. If these have not yet been distributed, a request from the principal to the superintendent will make a copy available. The Handbook has been prepared with the needs of the trained and untrained librarian in mind and for use in both elementary and high schools. It is not a book list, although it does contain a list of books for a reference collection. Included in the publication are chapters on the following topics:

I. Standards for School Libraries.
II. Organization of the School Library.
III. Care and Repair of Books.
IV. Selection of Books; the Reference Collection.
V. Magazines.
VI. Pamphlet, Clipping, and Picture File.
VII. Lessons on the Use of the Library.
VIII. Publicity and Displays.
IX. Student Librarians and Library Clubs.
X. School Librarian and the Community Library Program.

Copies of the North Carolina School Library Handbook are available to individuals in North Carolina at 15 cents each and to those outside of the State at 20 cents each. It is hoped that the bulletin will fill a need in the schools.

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SCHOOL STATISTICS 1870

Here are some North Carolina school statistics recently sent to Superintendent Erwin by Alexander B. Andrews, Raleigh, N. C. Mr. Andrews states that these figures were obtained from a "Special Report, District of Columbia. Henry Barnard, U. S. Commissioner of Education, 1870."

Date of report	1870
Area in square miles	45,000
Value of taxable property	$ 123,361,396
Population	1,041,000
School population	
Between the ages of -	6-21
Number	342,168
No. of children enrolled in the schools	49,302
Average attendance	31,812
Number of children of school age never registered	292,866
Average absence of those enrolled	35,490
Average total absence	310,356
No. of school districts or schools	1,398
Average duration of schools in months	3
No. of pupils in private elementary schools	--
Number of teachers in public schools -	
Male	1,030
Female	385
Total	1,415
Average salary of teachers per month -	
Male	$ 20.50*
Female	18.50*

*Teachers pay their own board, which averages $12 per month.

THE OLD SCHOOL VS THE NEW SCHOOL

How does the modern school differ from the old, or traditional, place of learning? This question is raised by "Bill Schoolmaster" in the Minnesota Journal of Education (Vol. XV, No. 8). His list of comparative points ought to be worth looking over, or do you agree with the fellow who said: "The old school is where the teacher shouts at the pupil; the new school is where the pupils shout at the teacher!?"

The Old School (Compulsion)	The New School (Freedom)
1. Teacher assumes entire responsibility	Many opportunities for pupil to assume responsibility
2. Snap judgment	Provision for deliberation
3. Communication forbidden	Purposeful communication
4. Teacher control	Self-control. Exercise of choice
5. No original work	Time and place for free and original work
6. Subject-matter organization (a place to learn)	Children are center of organization (a place to live)
7. Social tendencies ignored	Social tendencies provided for
8. Passive acceptance of textbook	Opportunities to explore and investigate
9. Creativeness is curbed	Opportunities for creativeness
10. A fixed daily program	A flexible and elastic program
11. Short hurried periods	Long and unhurried periods
12. Laws of learning not adequately recognized	Laws of learning followed
13. Limited to textbook	Children take excursions
14. Daily assignments	Long units of work
15. Mastery of subject-matter is major aim	Development of personality is major aim
16. Pupils progress in lock-step	Individual progress
17. Repression and restraint	Self-expression
18. Inactivity (memorizing)	Activity (pupils learn by doing)
19. Pupils recite	Pupils discuss
20. Pupil doesn't help his neighbor	Helps weaker neighbors
21. Imitation	Pupil tries to be himself
22. Obeys orders	Interest promotes effort
23. Learn and recite lessons	Individual interests recognized
24. Follow formal directions at the count of 1, 2, 3	Procedure is free and formal
25. Weak points emphasized (blame)	Strong points emphasized (praise)
26. Teacher initiative and direction	Pupil-initiated activity under teacher control
27. Teacher presents the plan	Pupils assist in planning
28. No opportunity to relate experiences	Pupils pool experiences

- 0 -

THE LOW COST OF LIVING

In the Toronto Health Bulletin are found the following facts: We hear very much of the high cost of living, but we overlook the fact that many of the best things of life can be had for nothing. It costs nothing to stand up and breathe properly. Fresh air in the home is free. It costs nothing to take exercise each morning. It costs nothing to chew our food thoroughly. It costs nothing to select the food best suited to one. It costs nothing to clean the teeth twice each day. It costs nothing to stop taking patent medicines. It costs no more to read good books than to read trashy literature. It costs nothing to have a cheerful, happy disposition, and stop being a grouch. These things cost nothing, yet they will bring content and reduce the doctor's bill to a minimum.

STUDY OF LOCAL SCHOOL UNITS

The "Study of Local School Units in North Carolina" is the title of a booklet recently issued by the State Department of Public Instruction and sent out to the school superintendents. This publication is one of the outcomes of a project financed by the Emergency Relief Administration which had as its main purpose the study of existing educational conditions with special reference to the local school organization and administration with a view of determining the possibilities for organizing more satisfactory schools, school attendance areas and local units of school organization.

For the interest and convenience of principals, superintendents and others especially interested, this booklet presents a systematic review of the study, with particular case studies of the present educational opportunities in several county units. It not only gives the historical background and development of local school units but also the attendance areas for both county and city units, concluding with a summary and proposals for further improvement. It also contains photographs of actual work, and tables as well as maps for the convenience and instruction of all who read it.

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DO YOU KNOW THESE FACTS?

The United States Office of Education announces these facts concerning American education:

There are still 138,542 one-room schools in our country.

2,794,000 pupils are transported to school in 77,000 vehicles at an average cost of $20 per pupil per year.

There are nearly 4,000,000 illiterates in the United States.

More than 100,000 persons are studying to be nurses.

From 1932 to 1934 kindergarten enrollments dropped 16 per cent; elementary enrollments dropped 1 per cent, partly the result of a falling birth rate.

America's school property is valued at $12,050,000,000 including $2,150,000,000 held as endowment and other trust funds. This is an investment of only $400 per pupil.

About 3,000,000 persons are enrolled in emergency classes, evening schools, and special schools of various kinds in the United States.

1,250,000 persons are enrolled in vocational schools or classes.

1,000,000 Negro children of school age are not in school.

Nearly 40 per cent of the rural Negro schools still use benches with no desks.

There are 127,000 school districts in the United States.

In ninety large city school systems, the average cost per pupil for operation of the school plant each year is $9.56. - N.E.A. Journal.

VALUATIONS AND TAX RATES

The following table taker from Vol. XXIII, No. 12, University of North Carolina NEWS LETTER shows over a period of recent years for the State as a whole the total assessed valuation of property, the total amount of tax levy, and the average tax rate:

Year	Assessed Valuation	Levy	Average Rate
1920	$ 3,156,243,202	$ 18,147,937	57.5
1921	2,579,772,023	22,797,999	88.4
1922	2,576,338,426	23,508,995	91.2
1923	2,657,337,703	28,604,690	107.6
1924	2,711,783,919	30,129,144	111.1
1925	2,746,915,916	32,696,150	119.0
1926	2,794,931,069	34,424,630	123.2
1927	2,934,415,126	36,350,247	124.0
1928	2,963,302,911	37,127,659	125.0
1929	2,971,338,814	35,990,434	121.1
1930	2,974,464,650	34,800,054	117.0
1931	2,830,758,193	24,744,890	87.4
1932	2,726,373,672	22,817,350	83.7
1933	2,089,209,188	18,360,885	87.9
1934	2,152,443,146	18,685,954	86.8
1935	2,184,062,652	19,379,596	88.7
1936	2,199,517,988	19,825,782	90.1

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REGISTRATIONS IN LANGUAGES

Five languages predominate in the offerings of American high schools as shown in a study of the academic subjects made by the U. S. Office of Education.

Below is a table showing the registrations of North Carolina schools in English and the four leading foreign languages. Although other foreign languages are taught their combined registration is equal to only 1 per cent of the four given below:

	1928	1934	Per Cent Increase
Schools offering English	471	447	- 5.1
Registration	54,260	81,240	49.7
Schools offering Latin	266	159	- 40.2
Registration	12,498	12,645	.1
Schools offering French	360	390	8.3
Registration	12,609	21,530	70.7
Schools offering Spanish	17	11	- 35.3
Registration	1,390	962	- 30.8
Schools offering German	1	1	--
Registration	18	41	127.8

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SCHOOL LIFE, official journal of the Office of Education, may be secured from the Superintendent of Documents, Washington, D. C., for one dollar (10 issues). Professionally, you will find SCHOOL LIFE meets adistinct need in giving you latest developments throughout the world.

ARE THERE ANY PERSONS IN YOUR FAMILY WHO ARE OUT OF WORK?

The United States Government is delivering to every home today Unemployment Census Cards. The President asks that every person who is out of work or looking for more work, fill out a card and mail it. No postage is required. The Government needs this information for re-employment plans. If a Report Card was not left at your house today your parents can get one from your postman or the nearest post office. Any questions about the Census will also be answered at the local post office.

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COLONEL YADKIN LIKES OUR BULLETIN ON AMERICAN EDUCATION WEEK

Colonel Yadkin, nomdeplume writer for THE STATE, has written a letter to Superintendent Erwin congratulating him on the issuance of Publication No. 201, Life and Education in North Carolina. This letter is reproduced here:

Hon. Clyde A. Erwin,
Superintendent Public Instruction,
Raleigh, N. C.

Dear Sir:

Permit me to congratulate you and your department on the issuance of Publication No. 201, which is just off the press. I notice from the introduction that this bulletin was prepared by Miss Juanita McDougald of the Division of Instructional Service, and I hope that you will pass on to her my appreciation of this fine work which she has done.

The publication of this bulletin should be helpful in connection with the annual celebration of American Education Week, "a significant custom sponsored by the American Legion, the National Education Association, and the United States Office of Education," the week of November 7-13. In line with the national program I observe that the plans for this State will center about the theme, "Life and Education in North Carolina", and that November 9 is the day set aside for special observance of North Carolina Day.

If there were nothing between the covers of this sixty-five page pamphlet except the North Carolina flag in colors (which appears on the front cover) and the words and music of "Ho! For Carolina" and "The Old North State", it would be a worthwhile publication.

Too few of our citizens, children as well as adults, are familiar with our State, its history, flag and songs. I hope some time will be spent during the week for the celebration in the schools in making the children State conscious. Love and respect of his State will make of the student in the schools not only a better North Carolinian but a better American citizen as well.

THE COLONEL.

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Dr. W. C. Jackson, administrative dean of the Woman's College of the University of N. C., and president of the N. C. Education Association has stressed five major objectives for the year:

1. Adequate financing by the State of an eight-months school term.
2. Supplements by local school units for extending the education program.
3. A retirement plan for teachers.
4. Improved certification policies.
5. Unification of the State's administrative setup for education.

NATIONAL HELEN KELLER DAY

March 3, 1938, has been designated as National Helen Keller Day. In recognition of Helen Keller's courage, achievement and character, and to further the cause of the blind, for which she has devoted herself so unstintingly, the American Foundation for the Blind, with which organization Miss Keller has been associated as counselor, is sponsoring during the remainder of this year and the early part of 1938 a nation-wide tribute to her and her late teacher, Mrs. Anne Sullivan Macy.

Recommendations for the observance of Helen Keller Day are as follows:

1. Helen Keller programs in public and private schools, service clubs, women's organizations and so forth during the week of March 3, 1938.

2. Special sermons on Helen Keller in all the churches on Sunday, February 27, with Helen Keller programs in the Sunday School.

3. A nation-wide broadcast as a feature of the Helen Keller Tribute Dinner to be given in her honor on March 3.

Schools interested in giving special recognition to this distinguished citizen may secure valuable suggestions and information from the National Committee of Sponsors, American Foundation for the Blind, 15 West 16th Street, New York City.

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YOUNG TAR HEEL FARMERS ATTEND KANSAS CITY CONVENTION OF F.F.A.

The Young Tar Heel Farmer organization of North Carolina was represented at the annual meeting of Future Farmers of America at Kansas City, the week of October 18, by a delegation composed of fifteen students of vocational agriculture, two teachers of agriculture and Roy H. Thomas, State Supervisor of Vocational Agriculture, who was in charge of the party on the trip.

Over 10,000 farm boys attended the annual meeting at which there were public speaking contests, livestock judging contests, awarding of degrees and various other contests and items of interest to every farm boy.

The following boys, who won out in the North Carolina Livestock Judging Contest, took part in Kansas City competitions: Philip Wilborn, Coats, Christo Fox, Rt. #2, Woodsdale, Reid Bailey, Madison, and Richard Maney, Rt. #4, Asheville. They were accompanied by M.O.Phillips of Coats as coach.

The following boys, winners in the Young Tar Heel Contest based on student's supervised practice work, were awarded trips to Kansas City: William McCracken of Waynesville; William H. Johnson, Red Oak; Clotus Best, Mount Pleasant; J. H. Oliver, Sumner; and Lee Maney, Barnardsville. J. C. Brown of Waynesville, teacher of the highest scoring boy, William McCracken, made the trip also.

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A.V.A. MEETS DECEMBER 1-4, 1937

The thirty-first annual convention of the American Vocational Association will be held at the Lord Baltimore Hotel, Baltimore, Md., December 1, 2, 3 and 4, 1937. Full details concerning convention headquarters and the convention program may be secured from the Association's headquarters, Denrike Building, Washington, D.C.

An Act to Promote Further Efficiency in the Public Schools.

WHEREAS, many selling and advertising campaigns are being promoted through the public schools of North Carolina; and

WHEREAS, undue pressure is brought to bear upon both teachers and pupils; and

WHEREAS, such practices tend to disrupt and commercialize the work of the schools; Now, Therefore;

The General Assembly of North Carolina do enact:

Section 1. No person, agent, representative or salesman shall solicit or attempt to sell or explain any article of property or proposition to any teacher or pupil of any public school on the school grounds or during the school day without having first secured written permission and consent of the superintendent, principal or person actually in charge of the school and responsible for it.

Sec. 2. Any person violating the provisions of this Act shall be guilty of a misdemeanor and shall be fined or imprisoned in the discretion of the Court.

Sec. 3. All laws and clauses of laws in conflict with the provisions of this Act are hereby repealed.

Sec. 4. This Act shall be in force from and after its ratification, 1933, c. 220.

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COMPENSATION INSURANCE

We are in receipt of your letter of September 27 with enclosed letter from Mr. _____ of _____, North Carolina, in which there are several inquiries made.

This will advise you that where the local board, following a vote of the people on supplements, carries on schools for the ninth month, they are employers of teachers and should carry compensation insurance. Perdue v. Board of Equalization, 205 N. C. 703.

For the period the home economics teachers mentioned in Mr. _____ letter, receive any salary from the State, the State should carry insurance. The School District is expected to carry insurance only where State funds are not used in paying salaries.

All persons named should be covered by insurance by the School District for the ninth month.

Answering the last inquiry as to Mr. _____ in ability to secure liability policy covering risks not covered by the State of North Carolina, in our opinion, if the insurance company will not write the policy for joint employment, insurance should be by the State where the State is interested. - Attorney General, October 5, 1937.

RECENT BOOKS

PRIMARY GRADES

Bannerman. Sambo and the Twins. Stokes. $.68
A new adventure story of a favorite character, Little Black Sambo.

Brooke. Johnny Crow's New Garden. Warne. $1.13
A picture book of new friends in Johnny Crow's enlarged garden.

DeHuff. Pals. Mentzer. $.61
A nice Indian story in attractive format.

Tippett. Henry and the Garden and Stories about Henry. World. $.62
Easy stories for the first grade reader.

GRAMMAR GRADES

Brock. Drusilla. Macmillan. $1.13
A corn-husk doll tells of the journey to Minnesota in a jolting covered wagon.

King and Pessels. Insect People. Harper. $.99
Short chapters on insects and spiders, illustrated with enlarged photographs.

Lau. Cheeky, a Prairie Dog. Whitman. $1.15
The delightful adventures of Cheeky on the prairie and on the ranch, beautifully illustrated.

Pryor. The Cotton Book. Harcourt. $.84
How cotton is grown and what happens to it before it becomes cloth is told in story with many photographic illustrations.

HIGH SCHOOL

Allen. Behave Yourself! Lippincott. $.85
A delightful and informal approach to manners and courtesy.

Boylston. Sue Barton, Student Nurse. Little. $1.51
The interesting story of a girl's three years training for a nurse. Good vocational fiction for older girls.

Hewes. The Codfish Market. Doubleday. $1.50
An interesting story for older boys dealing with American life and the expansion of the country under Jefferson.

Huberman. Man's Worldly Goods. Harper. $1.97
"The story of the wealth of nations" - a readable account of economic theories and changes.

Prices given are those quoted by the N. C. Education Association. They represent a substantial discount from the publisher's price.

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MORE ABOUT BOOKS

Included in the "Wilkesboro Highlights" of Wilkes County was a book review of "And So - Victoria", Vaughn Wilkins' current best seller. This is a commendable project for high school students, and should prove helpful in guiding their reading habits.

WHAT CONSTITUTES A SCHOOL?

Not ancient halls and ivy-mantled towers,
Where dull traditions rule
With heavy hand youth's lightly springing powers;
Not spacious pleasure courts,
And lofty temples of athletic fame,
Where devotees of sports
Mistake a pastime for life's highest aim;
Not fashion, nor renown
Of wealthy patronage and rich estate;
No, none of these can crown
A school with light and make it truly great.
But masters, strong and wise,
Who teach because they love the teacher's task,
And find their richest prize
In eyes that open and in minds that ask;
And boys with hearts aglow
To try their youthful vigor on their work,
Eager to learn and grow,
And quick to hate a coward or a shirk:
These constitute a school,
A vital forge of weapons keen and bright,
Where living sword and tool
Are tempered for true toil or noble fight!
But let not wisdom scorn
The hours of pleasure in the playing fields:
There also strength is born,
And every manly game a virtue yields,
Fairness and self-control,
Good humor, pluck, and patience in the race
Will make a bad heart whole
To win with honor, lose without disgrace.
Ah, well for him who gains
In such a school apprenticeship for life;
With him the joy of youth remains
In later lessons and in larger strife!

- Henry van Dyke.

LIBRARIAN,

N. C. STATE LIBRARY,

RALEIGH, N. C.



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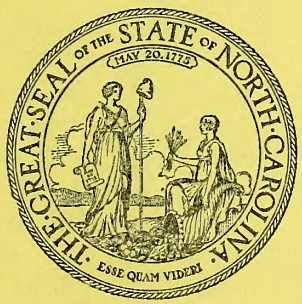
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VOLUME 2 NUMBER 4

December, 1937

NORTH CAROLINA

PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

NORTH CAROLINA
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NUMBER 4

NORTH CAROLINA
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STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

December 7, 1937



To Superintendents, Principals and Teachers:

This BULLETIN is reaching you during the period when we are celebrating the coming of the Christ Child. In contemplation of the splendid cooperation I have had from each of you and of the fine unselfish service you have rendered in your respective positions, I find in my heart an unusual measure of peace and good will. I feel that you and the group to which you belong reflect in a large way the same fine spirit of service and devotion to the welfare of human kind that characterized the life of Him whose birth we now celebrate. In the name of that innocent babe born more than nineteen centuries ago, who became the greatest teacher of all time and whose philosophy and teachings are so greatly needed in this great hour of world travail, I greet you and wish for you the happiest and most satisfying Christmas season you have ever known.

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Volume II December, 1937 Number 4

* * * * *

"Education is a task so great as to need the leadership of both professionals and laymen. Where the teacher and layman work hand in hand the educational program is most successful." --Eugene B. Elliott, Superintendent of Public Instruction, Michigan.

EDITORIAL

GREENVILLE PAPER WINS TRIPLE HONORS

The Greenville High School paper GREEN LIGHTS recently won triple honors at the thirteenth annual convention of the Southern Interscholastic Press Association, sponsored by Washington and Lee University in Lexington, Virginia. Out of a possible 800 points, this paper scored 730, winning the first place award in class "C" papers.

The S.I.P.A. elected James Whitcomb, Co-Editor-in-Chief of GREEN LIGHTS, president of the Convention. The managing editor of the paper, Allen Taylor, placed second in the current events contests.

Both these individual students and the entire student body should be proud of these honors. The PUBLIC SCHOOL BULLETIN extends congratulations.

STUDENT OP OPINION

"Dear Editor,

As a member of the student body, I wish to call to the attention of everyone a matter which needs to be corrected in order to be justly proud. This concerns the noise which occurs while classes are changing. Even though there has been marked improvement since the beginning of school, if each student would be a little more thoughtful greater improvement could be made. We can feel free without creating unnecessary noise."

The above letter was taken from the editorial page of JAX-FAX, Jacksonville school paper and is typical of the open forum letters appearing in the papers published by public school students throughout the State.

This means of expression is one of the best ways of finding out what students are thinking about, and an excellent means of getting them to take an active part in the school paper. The student thus expressing himself, with a feeling that he is helping others and at the same time "getting a load off his chest", naturally becomes more active.

The majority of the open forums are successful because the students, having a natural desire to connect themselves openly with only the better things, write only about helpful topics. Open forums have the advantage of reaching the inactive and below average student.

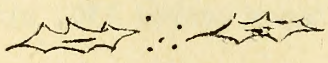
CLASS ROOM MOTION PICTURES

During recent years there have been increased efforts to further the use of classroom motion pictures. Gradually these efforts have attracted groups of interested persons. Today, motion pictures for classroom instruction are not only widely discussed, but they have been made possible in an increasing number of schools.

In the November issue of P.T.A. NEWS, attention is called to the use of motion pictures in the classrooms. We quote from the NEWS, "- No other medium impresses a child's mind graphically and interestingly as does this method in which entertainment and knowledge are skillfully blended."

Attention is also called to the University of North Carolina Extension Division Service which has for the use of public schools scientific, historical and other films. A complete list of these films, both silent and sound, and directions for borrowing them is included in a recent publication of the University Extension Division, "Audio-Visual Aids to Schools, Colleges and Adult Study Groups."

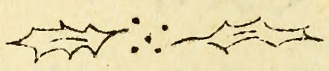
It is noteworthy that the State has available for use in all schools both silent and sound films that are not only entertaining but are of excellent educational value. The efforts of interested persons are making possible more modern means of teaching the children who attend our public schools.



THE MORVEN POINT SYSTEM

The Morven High School in Anson County recently published for the use of its students a bulletin "The Point System - 1937-38", which explains the regulations and requirements the students of the school must fulfil before they can obtain the School Monogram. The school offers to any student who wins 125 points in at least four different fields of activity., a Monogram of the School with an honor certificate.

This system is an attempt of the schools to encourage students to higher athletic and scholastic achievements, and is to be commended.



SCHOOL SPIRIT

The most talked of and hoped for quality of any organization is that of loyalty. In public schools, loyalty is referred to as school spirit, and is stressed by both student and faculty leaders. This topic has also been a favorite in the editorial columns of the public school papers.

The following quotation from an editorial by Jessie Ferguson taken from the TECHNIQUE, published by the Technical High School, Charlotte, illustrates this type of thought: "Some people say school spirit is carried too far. Maybe, in some cases it is, but each one of us should pause and ask ourselves simple questions - What has my school done for me and what have I done for my school? What have I done to repay my teachers and my school for all they have done for me? What am I supposed to do?

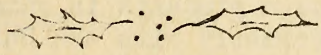
"We are asked to do small things at times and what is the reply - much to your surprise if you check on yourself you find more negative answers than positive ones . . . . What would life be if each person were out to satisfy himself and do things only for himself? This would be a miserable world to live in."

The editorial then suggests that students should try to cooperate with the school in doing the "little things" and "in preparing yourself for a job and make your teachers and school proud of you." "Remember," it concludes, "that a school is what its students make it."

LIST OF SCHOOL PAPERS

In the November issue of this paper attention was called to the various papers which have been issued by students of the public school. Below is a complete list, in so far as our records show, of such publications. In these papers articles have appeared from time to time that compare favorably with articles in daily and college papers. Students responsible for these papers are to be commended for their journalistic efforts. The list includes both printed (P) and mimeographed (M) papers:

ADNOR, Ronda (M)
BENHAVEN NEWS, Olivia (M)
BETHEL BOOSTER, Woodsdale (M)
BIT OF NEWS, Kannapolis (P)
BROADCASTER, Macon (M)
CALDWELL LIFE, Greensboro (M)
CANNON REPORT, Kannapolis (P)
CENTRAL TIMES, Mooresville (M)
CLIFFSIDE HIGH LIGHT, Cliffside (P)
COLLETTSVILLE HI-LIGHTS, Collettsville (M)
GOLDSBORO HI NEWS, Goldsboro (P)
GREEN LIGHTS, Greenville (P)
HIGH SPOTS, Mt. Airy (M)
JAX-FAX, Jacksonville (M)
JUNIOR MONTHLY, Ayden (M)
KING'S CREEK RIPPLES, Kings Creek (M)
KNO-WIT-AWL, Siler City (M)
LA GAZETTE FRANCAISE, Dem. School, Boone (M)
MIDDLESEX HIGH SCHOOL RUMBLER, Middlesex (M)
MOUTHPIECE, Bessemer (M)
ORNOCAHI, Oriental (M)
OUR CLASS ROOM NEWS-RECORD, Spring Hope (M)
SCHOOL LIFE, North Durham (M)
SCHOOL NEWS, Warrenton (M)
SEABOARD SCHOOL NEWS, Seaboard (M)
SEAGROVE HIGHLITE, Seagrove (M)
TECHNIQUE, Charlotte (M)
THE BEACON, Enfield (M)
THE BROADCASTER, Bladenboro (P)
THE BUGLER, Cameron (P)
THE CAULDRON, Morganton (P)
THE EXPONENT, Sunbury (P)
THE HUDSONIAN, Hudson (P)
THE HAWKINS HERALD, Warrenton (M) (Col)
THE HERALD, Charlotte (P) (Col)
THE JUNIOR MOUNTAINEER, Lenoir (M)
THE FULL MOON, Albemarle (P)
THE HI-TIMES, Raleigh (P)
THE GOLD AND BLUE REPORTER, Scotland Neck (P)
THE LAUREL HILL NEWS, Laurel Hill (P)
THE LOUDSPEAKER, Elizabeth City (P)
THE SEARCHLIGHT, Winterville (M)
THE SANDSPUR, Maxton (M)
THE SPIRIT OF BHS, Belhaven (M)
THE STONEVILLE HIGH MIRROR, Stoneville (P)
THE MARSHALL HIGH REFLECTOR, Marshall (P)
THE MIRROR, Clinton (P)
THE POINTER, Stony Point (M)
THE STUDENT ECHO, Lumberton (M)
THE TAR BABY, Morven (M)
TIP TOP TIDINGS, Barnesville (M)
WAYNESVILLE HI-LIFE, Waynesville (P)
WILKESBORO HIGH LIGHTS, Wilkesboro (M)
YE HIGH SCHOOL CRIER, Robersonville (M)



BANANA VS SAUSAGE

A Japanese boy learning English is credited with the following thesis on the banana:

"The banana are great fruit. He are constructed in the same architectural style as sausage, different being skin of sausage are habitually consumed, while it is not advisable to eat wrappings of banana.

"The banana are held aloft while consuming, sausage are usually left in reclining position. Sausage depend for creation on human being or stuffing machine, while banana are pristine product of honorable Mother Nature.

"In case of sausage, both conclusions are attached to other sausage; banana, on the other hands, are attached one end to stem and opposite termintation entirely loose. Finally, banana are strictly of vegetable kingdom, while affiliation of sausage often undecided."

NOTES AND ANNOUNCEMENTS



In 1907 Jacob Riis presented the idea of the Christmas Health Seal to the American people. This year, the 31st anniversary of the idea, there will be another nation-wide sale of the Health Seals.

When Riis presented the idea, he reminded citizens that the seal could not be used as postage, and that the sale had no value within itself. He also brought out that the seal was not just a scheme to raise money, but a way in which everyone who has a spare penny can help to protect himself and his children against tuberculosis.

This year the money received from the Health Seal sales will again be used in the educational campaign against this disease, and in the preventoria, sanatoria, and clinics of the State and nation.

NATIONAL ESSAY CONTEST

The Ladies Auxiliary to the Veterans of Foreign Wars of the United States is conducting an essay contest in the high schools of the nation through the local Auxiliary units. This year, which is the sesqui-centennial anniversary of the adoption of the Constitution, the essay title will be, "The Constitution of the United States of America and What it Means to the American People."

Leaflets have been sent from the headquarters in Kansas City, Missouri, setting forth official rules of the contest. The essays are to be between 500 and 1,000 words in length and any high school student between the ages of 14 and 18 is eligible to enter the competition.

The winner of the local contests will receive a prize and be entered in the State contests to compete for one of two State medals. The national winner will receive a gold medal, $100 in cash and a trip to the Veterans National Encampment Via Washington, D. C.

"OUR NORTH CAROLINA SCHOOLS"

At the request of the North Carolina Congress of Parents and Teachers a bulletin has been prepared by the University Extension Division discussing "Our North Carolina Schools". The bulletin was written by graduate students in summer session class, under the direction of Dr. George Howard, formerly with the University. The material was used as a basis for discussion at the Tenth Annual Parent-Teacher Institute held at Chapel Hill, August 9-14, 1937.

Included in the bulletin is an article on how the schools are organized, discussing the State Board of Education, the Department of Public Instruction, and the State School Commission.

There is an article, which is centered on the subject of financing the public schools, that compares the cost of one school year with another and the per capita cost in North Carolina with that of other states and the United States average. Articles on "What We Are Teaching", "North Carolina Teachers", and "Extra Curricular Activities", present helpful subject matter.

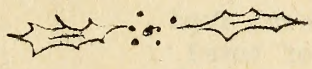
Each article is concluded with a group of questions for discussing parts that are not otherwise clear.

UNEMPLOYMENT VS EDUCATION

"If we could close our eyes to the number of unskilled persons in the State", writes Silas F. Campbell, Statistical Supervisor for the N. C. State Employment Service, in the News and Observer for November 14, 1937, "those lacking either the education or the experience to fit them for industrial or commercial activity, we would have today very little unemployment." According to Mr. Campbell there were 103,322 applicants in the active file of the State Employment Service on June 30, 1936 seeking work.

"Comparing the active files of the State Employment Service with the school enrollment of the State", again quoting from Mr. Campbell's article, "there appears a close analogy between the proportion of unskilled workers registered for employment and the percentage of students who fail to finish high school. Eighty per cent of the applicants for work are in the unskilled class, while 88 per cent (Ed. note - This is perhaps near 85 per cent at the present time) of the school students fail to finish high school; and 80 per cent of those in high school are pursuing no studies that lead to definite occupational qualification. It must be apparent from this that unless our educational policy is changed, 20 per cent of the young generation must carry a large portion of the cost of unemployment among the 80 per cent."

As an aid in improving this condition of unemployment, Mr. Campbell recommends two types of treatment: "One to deal with employment stabilization, the other to treat on the subject of vocational guidance." The first, concerning those now unemployed, should be the joint responsibility of industry and the State by the use of an occupational clinic or trade school where unemployed persons adjust themselves to new skills brought about by industrial changes. The second, largely a preventative measure, concerns the schools. Mr. Campbell recommends vocational guidance from the eighth grade up, a "vocational clinic" for each high school.



EDUCATIONAL ATTAINMENT OF RALEIGH'S JOB-SEEKERS

According to a survey made by the Employment Service, Raleigh's unemployed women, both white and Negro, are farther advanced educationally than the unemployed men as a whole or in groups. The results of this survey are presented in a bulletin, RALEIGH'S JOB-SEEKERS, recently issued by the Service.

The figures below show the percentage distribution of each group when taken separately. Of the unemployed group as a whole, 1,704 job-seekers, 9% completed high school.

	Below High School	Completed High School	More than High School Training
White men	64%	15%	21%
" women	38%	11%	51%
Negro men	90%	2%	8%
" women	77%	11%	12%
Total group	66%	9%	25%

"The close analogy between the number who failed to finish high school and the proportion of the active file throughout the State represented by semi-skilled and unskilled labor, approximately 70%, appears to be significant of the influence of education upon occupational qualification," according to the bulletin.

SOURCE OF REVENUE FOR GOVERNMENTAL COSTS

Where does the money come from by which the State and local governments are operated in North Carolina? That is a question frequently asked.

Henry Brandis, Jr., Executive Secretary of the N. C. Classification Amendment Commission, has compiled facts, which are presented in the September 8, 1937, edition of the University of North Carolina NEWS LETTER, from the official records that answers this question. The following figures, taken from a table given in that paper, give the sources and amounts of revenue used to operate both State and local governments for the fiscal year ended June 30, 1937.

A. Local Taxes (county, city, district, township):		
(1) General property tax levy	$35,447,624	
(2) Poll tax levy	1,136,567	
(3) License tax	1,048,793	
(4) County dog tax levy	235,650	
Total local taxes		$ 37,868,634
Per cent of total		35.5
B. State Taxes:		
(1) General Fund -		
Inheritance taxes	$ 3,963,002	
License taxes	2,353,873	
Franchise taxes	7,362,061	
Income taxes	10,975,301	
Sales taxes	11,320,245	
Beer taxes	999,990	
Non-tax revenue	1,632,863	
Total general fund	$ 38,607,335	
Per cent of total	36.3	
(2) Highway Fund -		
Gasoline	$ 22,138,371	
Auto license	7,746,666	
Registrations	173,954	
Total highway fund	$ 30,058,991	
Per cent of total	28.2	
Total State taxes		$ 68,666,326
Per cent of total		64.5
Total Local and State Taxes		$ 106,534,960

THE IDEAL TEACHER

"My ideal teacher is one who is patient, good-natured, understanding, and friendly. She does not give her students the impression that they are inferior to her. She enjoys working with them and gives additional help to the slower ones. Her work is carefully planned, with a variety of interests. New differences help to hold the child's interest. She explains the lessons clearly to the students, using examples when subject matter seems difficult for the student to grasp. In conjunction with school work she stresses etiquette; through it the individuals may become better citizens." - Educational Press Bulletin.

BROADCAST REPLACES SCHOOL NEWSPAPER

"Instead of bothering with the tedious advertisement soliciting and topography of a printed newspaper, the Coshocton, Ohio, High School 'Tom Tom' this year has originated a revolutionary form of school publication, a semi-weekly broadcast. Speaking over a public address system connected with each of the school's 25 classrooms, the newspaper staff presents regular news and features efficiently and inexpensively in a ten-minute period known as the 'Tom Tom of the Air'."

The above extract was taken from an article in the November issue of SCHOOL MANAGEMENT. This unusual means of reporting has attracted a great deal of attention. The broadcast is opened by the entire staff singing their theme song. Outstanding news of the day comes next, and is followed by a biographical sketch of some faculty member. The society editor then takes over for a "Winchell column." The highlight of the broadcast is the sports editor's streamlined football or baseball news. This program is supplemented with notices and editorials.

This method of news distribution was devised by Principal Mahlon A. Povenmire in order to avoid the financial difficulties of a school paper. The broadcast set is a homemade one which has the ability to reach one, two or a group of the rooms as well as the entire twenty-five. This scheme eliminates subscription prices and broadcasts 80 times, a greater number than a publication could hope to reach. This unique system is the most modern "newspaper" to be found in a high school.

THE 1937 STATE SCHOOL FUND DOLLAR

The following table, taken from "Report on Audit" made by the State School Commission, shows the expenditures by objects from the State Eight Months School Fund to local units for the year ended June 30, 1937:

Objects	Cost	Per Cent of Total Cost
General Control	$ $ 574,582.96	2.69
Instructional Service	17,852,730.99	83.65
Operation of Plant	1,027,535.87	4.81
Fixed Charges	9,453.80	.04
Auxiliary Agencies	1,879,057.40	8.81
Total Current Expense	$ 21,343,361.02	100.00

AVAILABLE RADIO BROADCASTS

Copies of the radio broadcasts given last spring in connection with the "Day by Day With Your Government" series of programs sponsored by the State Department of Public Instruction are available for distribution as long as the supply lasts. The following departmental programs may be obtained:

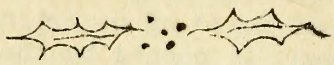
Adjutant General's Department; Library Commission
Department of Labor; Unemployed Compensation Commission
Commissioner of Revenue; State School Commission
Utilities Commission; State Board of Charities and Public Welfare
State Textbook Commission; State Planning Board
State Board of Health; State Employment Service
The State Museum

STATE-AID ADULT EDUCATION PROGRAM MEETING

in the State-Aid Adult Education Program and their head teachers or directors are expected to attend a meeting to be held in Raleigh on Monday, December 13th, at 2:30 P.M.

Superintendent Erwin, the adult education administrative board, the State WPA director, and the district WPA staff members will also be present. The time will be given over to a discussion, led by Mr. Erwin, on principles, problems, plans, and procedures in the permanent State Program of Adult Education.

Fifty-four teachers are now employed on the State Program of Adult Education, which is a part of the public school system of North Carolina. There are 18 different units in operation.



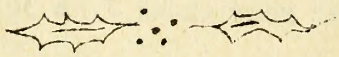
ENROLLMENT WPA ADULT EDUCATION

The WPA adult education classes had an increased enrollment of more than 4,000 men and women during November. About one-third of the students are in literacy classes. The others are in parent education, homemaking, leisure time, vocational, and general adult education classes. The total enrollment at the present time is 21,204.

Adjustment and enrichment of lives and conservation of human resources is the two-fold purpose of the adult education program as it is carried on today in the State. The work is based on the interests and problems of the students and organized around their purposes.

The major interests of the adult students have been found to be self and home improvement, better jobs, community relationships, and recreation.

A new WPA adult education Center has recently been opened in Wilmington at the Calvary Baptist Church. The foreign born students seem particularly interested and are taking work that will help them stand the examination for naturalization.



"BETTER TEACHING"

The Granville County teachers recently prepared a 13-page mimeographed bulletin, "Better Teaching", which was published for the teachers who "are interested in any plan that will create a better teaching procedure and result in more inspiration for the pupil."

Stating the aims for the year 1937-38, the bulletin discusses seven fields: (1) Health, (2) Fundamental Processes, (3) Vocational Efficiency, (4) Citizenship, (5) Ethical Character, (6) Wise Use of Leisure Time, and (7) Worthy Home Membership.

In the preparation of the bulletin, committees composed of teachers were appointed to draw up a group of suggestions for improving various school activities such as Music, Social, Library and Physical Education. In the bulletin each committee presented suggested improvements in the form of a report. The remainder of the bulletin is made up of helpful suggestions for the teachers.

Many of the counties issue similar bulletins that are most helpful to both teachers and principals. A planned year usually results in increased efforts to meet the objectives set up and therefore helps both teacher and pupil raise the county standard of education.

SCHOLASTIC TRAINING OF TEACHERS IN COUNTY UNITS

The scholastic training of the teachers and principals employed in the public schools of the State continue to improve from year to year. The December, 1937, number of STATE SCHOOL FACTS indicates this progress in the several county and city units as well as for the State as a whole for both white and colored teachers.

Another method of showing this improvement in teacher training during the past twelve years, not shown in SCHOOL FACTS, is found in the table below. This table shows the number of county units having indices (See SCHOOL FACTS referred to for definition) beginning with 2, 3, 4, 5, 6, 7 and 8, indicating that this number of counties had reached or passed the respective level of scholastic training above completion of the elementary school grades.

White Teachers

Year	2	3	4	5	6	7	8	Total
1924-25	--	1	38	52	9	--	--	100
1925-26	--	--	30	59	10	1	--	100
1926-27	--	--	14	59	25	2	--	100
1927-28	--	--	3	42	51	4	--	100
1928-29	--	--	2	30	60	8	--	100
1929-30	--	--	1	19	67	13	--	100
1930-31	--	--	--	13	61	26	--	100
1931-32	--	--	--	9	49	42	--	100
1932-33	--	---	--	7	33	60	--	100
1933-34	--	--	--	1	27	72	--	100
1934-35	--	--	--	1	17	82	--	100
1935-36	--	--	--	1	13	86	--	100
1936-37	--	--	--	--	10	90	--	100

Colored Teachers

1924-25	18	58	20	3	--	--	--	99
1925-26	15	54	23	5	2	--	--	99
1926-27	13	44	32	8	2	--	--	99
1927-28	8	37	40	12	2	--	--	99
1928-29	4	27	43	22	3	--	--	99
1929-30	5	15	38	32	8	1	--	99
1930-31	3	12	29	40	13	2	--	99
1931-32	3	11	20	47	16	2	--	99
1932-33	2	7	17	45	24	4	--	99
1933-34	2	7	18	36	30	5	--	98
1934-35	--	3	8	31	48	8	--	98
1935-36	--	5	6	19	55	13	--	98
1936-37	--	3	6	12	54	22	*1	**98

*Swain County with its eight colored teachers all holding A certificates.
**Cherokee and Graham units have no colored teachers.

CURRICULUM BULLETIN SUPPLY EXHAUSTED

Publication No. 189, A Study in Curriculum Problems for North Carolina Schools, Suggestions and Practices, 1935, is no longer available for distribution. There is, however, a limited supply of a cloth bound publication available at $1.00 per copy, which includes in addition to Publication No. 189 the courses of study in Business Education and Foreign Languages.

AVERAGE DAYS ATTENDED BY PUPILS IN 1935-36

The following table taken from "Advance Statistics of State School Systems, 1935-36" issued by the Office of Education, Washington, D. C., shows the average number of days attended by each pupil enrolled in the several states for the school year 1935-36:

Rank	State	Days	Rank	State	Days
1	Ohio	166.3	25	Oregon	149.8
2	New Mexico	165.5	26	Washington	148.8
3	New York	162.3	27	Kansas	148.6
4	Michigan	159.0	28	Missouri	147.8
5	Wisconsin	158.8	29	Nevada	146.6
6	Maryland	158.7	30	Minnesota	146.0
7	Pennsylvania	158.2	31	Wyoming	145.8
8	Connecticut	157.9	32	Idaho	145.3
9	New Jersey	157.8	33	South Dakota	144.7
10	Maine	157.2	34	Virginia	139.4
11	Massachusetts	157.1	35	NORTH CAROLINA	137.7
12	California	156.0	36	Florida	136.9
12	Montana	156.0	37	Arizona	134.7
12	Delaware	156.0	38	Texas	133.3
15	Illinois	155.7	39	Colorado	132.0
16	Utah	154.7	40	Oklahoma	131.6
17	New Hampshire	154.5	41	Louisiana	130.4
18	Indiana	153.3	42	Tennessee	130.1
19	North Dakota	152.6	43	Georgia	123.3
19	Vermont	152.6	44	Kentucky	122.6
21	West Virginia	151.6	45	South Carolina	118.0
22	Rhode Island	151.3	46	Arkansas	117.5
22	Nebraska	151.3	47	Alabama	110.6
24	Iowa	150.0	48	Mississippi	98.7
				U.S. Average	146.3

HIGH SCHOOL SENIOR EXAMINATION

Attention of superintendents and high school principals is being called to the recent request for information which was sent to city and county superintendents relative to the High School Senior Examination. This examination, which has not been given since 1935, was financed for a number of years by the North Carolina College Conference. The College Conference will this year provide a part of the money, if the schools will also pay a part of the cost. The request for information was an attempt to find out which administrative units were willing to supply an amount equal to 3¢ per senior as part payment of the cost of this examination.

AID FOR TEACHERS OF FRENCH

The attention of teachers of French is called to the two-page bulletin recently sent out from the State Department of Public Instruction entitled "Suggestions for Teaching Language, Literature, and Life, French Book One in Eight-Month Terms." These suggestions were prepared to indicate to teachers of French how the present State adopted book may be used to the best advantage in schools which have a term of only 160 days. Copies of the bulletin were sent to city superintendents with the request that they be given to teachers of French. In county school systems the suggestions were mailed to teachers of French.

OTHERS LIKE OUR AMERICAN EDUCATION WEEK BULLETIN

Superintendent Erwin has received many favorable comments upon our Publication No. 201, LIFE AND EDUCATION IN NORTH CAROLINA. A few samples of those received from out-of-State people are as follows:

"I congratulate your department upon the excellent job which was done in connection with American Education Week. Your special Handbook, Publication No. 201, is an excellent piece of work and it is pleasant to note the adaptation of the program to the State of North Carolina". - Lyle W. Ashby, National Education Association.

"We wish to thank you for the splendid bulletin, 'Life and Education in North Carolina', which you sent to us. We are sure that we will be able to derive many benefits from it." - Charles W. Taylor, State Superintendent of Public Instruction (Nebraska).

"I wish to acknowledge with appreciation receipt of a copy of your bulletin, LIFE AND EDUCATION IN NORTH CAROLINA. This publication contains very excellent material not only for American Education Week but for all the year." - James N. Pringle, Commissioner of Education (New Hampshire).

"Thanks for sending us a copy of 'Life and Education in North Carolina.' "We have examined the bulletin with a great deal of interest, finding many things which will aid us in solving some of our own problems." - Eugene B. Elliott, Superintendent (Michigan).

NUMBER OF LATIN STUDENTS IN WHITE HIGH SCHOOLS

The following table shows the number of white boys and girls enrolled in the public schools of the State, the number and percentage electing Latin as one of the subjects studied, and the distribution of this number by the course-year:

	1925-26	1926-27	1927-28	1928-29	1929-30	1931-32	1933-34	1935-36
Total H.S. Enrollment	73,368	81,021	89,749	96,739	101,486	116,989	126,469	139,666
Latin	26,947	21,707	18,705	18,212	17,654	17,235	15,275	13,267
Per Cent	36.7	26.8	20.8	18.8	17.4	14.7	12.1	9.5
First Yr.	14,257	9,618	9,341	9,622	9,076	9,236	7,837	7,055
Second Yr.	8,952	9,021	6,910	6,513	6,629	6,693	6,582	5,694
Third Yr.	2,440	2,114	1,517	1,207	1,165	778	511	259
Fourth Yr.	1,298	954	937	870	784	528	345	259

HOW FAR ONE LITTLE CANDLE

In the June READER'S DIGEST an article "Ellerbe Learns by Doing", told how a small North Carolina public school made educational capital of its financial handicaps and transformed lack of even elementary equipment into an opportunity to learn. Since the article appeared, the school has received 4,500 books and the offer of everything from old clothes to considerable sums of money - which were declined because Ellerbe is a public school. All told, the article brought in 14,286 letters, in large proportion from educators inquiring how the Ellerbe program could be inaugurated in other communities. - Reader's Digest, October, 1937.

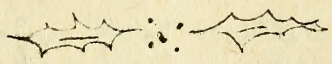
LIST OF OTHER PUBLICATIONS RECEIVED

The following list of publications issued by Departments of Education of other states are received regularly at the North Carolina State Department of Public Instruction:

EDUCATIONAL PRESS BULLETIN (Illinois)
MISSOURI SCHOOLS
BULLETIN STATE BOARD OF EDUCATION (Virginia)
WEST VIRGINIA EDUCATIONAL BULLETIN
DEPARTMENT NEWS (South Dakota)
BULLETIN TO THE SCHOOLS (New York)
NEBRASKA EDUCATION BULLETIN
MAINE STATE SCHOOL BULLETIN
PUBLIC EDUCATION PENNSYLVANIA
CALIFORNIA SCHOOLS

Besides these the following other publications are acknowledged with thanks:

ACCREDITED NEWS, Jamestown, N.Y.
SCHOOL LIFE, U. S. Office of Education
MARCH OF EDUCATION NEWS LETTER, U.S.Office of Education
THE UPLIFT, Concord
The University of North Carolina NEWS LETTER, Chapel Hill
The University of Virginia NEWS LETTER, University, Virginia
MICHIGAN EDUCATION JOURNAL, Lansing, Michigan
SCHOOL ACTIVITIES, Topeka, Kansas
THE HIGH SCHOOL JOURNAL, Chapel Hill
THE GLEANER, Pittsburg, Kansas
SCHOOL MANAGEMENT, New York
DETROIT EDUCATIONAL NEWS, Detroit, Michigan
THE APPLEBLOSSOM, Mt. Pleasant, Michigan
SUPREME COUNCIL, 33° BULLETIN, Washington, D. C.
SCHOOL BRIEFS, Scott, Foresman and Co., Chicago
THE JUNIOR REVIEW, Washington, D. C.
THE WEEKLY NEWS REVIEW, Washington, D. C.
THE AMERICAN OBSERVER, Washington, D. C.
THE AMERICAN SCHOOL BOARD JOURNAL, Milwaukee, Wisconsin
THE INSTRUCTOR, Dansville, N.Y.
CONSUMERS GUIDE, Washington, D. C.
AGRICULTURAL REVIEW, Raleigh
THE HEALTH BULLETIN, Raleigh



"THE NEW ONE"

Perhaps you have noticed that many of the towns and cities are now using tubes of bright lights which spell out words. Do you know how those lights work? They are called Neon Lights. Neon is not the name of the man who invented the lights. Neon means "the new one", derived from the two first letters of New One, and is the name of a new gas found in the air in 1898. Later it was found that neon gas could be made to glow brightly when an electric current was passed through it. Today neon gas is used in many night lights. Glass tubing is bent to make a design or spell out words. When an electric current is turned on inside the glass tubing, the neon gas glows brightly. Neon signs are cheaper to use than the old signs made of electric light bulbs; for neon signs use only one-sixth as much current as do bulb signs. Neon lights "run cold"; that is, they do not waste current by giving off heat. The inventor's name is Georges Claude. He has been working on this style of lighting for quite a length of time. - The Uplift.

EQUIPPING HOME ECONOMICS DEPARTMENTS

Equipping or modernizing a home economics department is a problem constantly coming up before school people. (1) To the superintendent, it appears in the form of a costly though necessary item to be included in the budget. (2) To the principal, the selection of the home economics equipment determines what may be expected from the homemaking program. (3) To the teacher, the type and adequacy of the equipment furnished represents efficiency and convenience for the teaching program.

Before any department can be wisely furnished, all those concerned with the problem must have a clear conception of the needs of the families whose children attend the school. What type of fuel do they use? Has rural electrification progressed sufficiently to warrant the purchase of electrical equipment at this time? If so, how will the expense of maintenance be met? What are the objectives of the course - a mere repetition of tasks to beget skill or a well-planned course which offers the child experience in all phases of homemaking? Will the utilitarian ideas be stressed only or will an attempt be made to surround the child with beauty in form and color?

When a general agreement has been made concerning the purpose of the course, then the time has arrived for the list of equipment necessary to attain the goal. The old formal set-up has given way to the unit kitchen in which there is a working space (cabinet), a cooking space (stove), an eating place (table and chairs), and a cleaning up space (sink and water). In addition to the foods laboratory there should be a small room or available space equipped for living-dining purposes. In order to get the varying home conditions, the equipment for each unit kitchen should be arranged in working order with each furnished upon a budget that illustrates different income levels. For example, homemade cabinets, wood or coal range, renovated furniture, simple china, linen and silver, would typify one income. Perhaps even a unit minus a sink and running water would offer a contrast to the modern unit equipped with all convenience. By rotating the class members each child will have the experience of meeting varying situations.

The department at all times should be colorful, clean, conveniently arranged and well equipped so that daily contact will influence the girl to take into her home beauty in surroundings and relations thereby constantly promoting more satisfying home living in the State.

An equipment bulletin, which sets up a minimum standard for the high schools of North Carolina, is now available from the State Department of Public Instruction. In this bulletin a three-year purchase plan is recommended so that within no one year would the cost be too great an item for the budget. The services of the State Department home economics staff are also available for help in connection with this plan.

LUNCH ROOM VS HOME ECONOMICS DEPARTMENT

"The home economics department should not be turned into a hot soup kitchen", stated Miss Catherine Dennis, State Supervisor of Home Economics, in a recent interview. "The hot supplementary dish for the child's school lunch is a service which our department advocates, but it should not be superimposed upon the home economics program, or the program made to conform to routines dictated by necessary lunch room service" Miss Dennis continued.

"The home economics department was added to the high school curriculum to teach girls homemaking. There is sufficient subject matter and experiences available in the well-organized home economics program to teach girls this subject both as a science and as an art. However, to teach the subject effectively, the department must be used by the students enrolled in the class under the guidance of a well-trained home economics teacher. When quantity cooking is being prepared daily in the space and equipment planned for the department, those enrolled in the class do not have the necessary tools nor area in which to work. Mere repetition of the cutting up of vegetables for a soup or any other similar act soon loses its effectiveness and becomes merely a matter of speed. Unless an act is thought-provoking, requires judgment, arouses interest and offers opportunity for the acquisition of new knowledge, the idea that it is a learning process becomes a fallacy.

"Of course, if there is a well-equipped lunch room in which many types of food are served, then the pupil will have excellent vocational training when she faces the varying problems. Our staff is in favor of a lunch room that offers the opportunity to teach food selection and table service, manners and social relations, - or for an occasional hot lunch service, for that matter. In such instances, the services of the home economics teacher should be used. But to take charge of the hot lunch period as a regular thing should not be a part of the duties of the home economics department.

"A room, which will not interfere with the home economics program, should be provided for the lunch room service. Some one should be hired to take charge of this job to see that a sanitary environment is maintained, and to check and pay the bills or make reports to the principal. If the serving space is inadequate, the individual bowls of soup may be sent to the class room to be served under the supervision of the teacher. Many schools have used this suggestion effectively.

"A bulletin on equipping a small lunch room is available from the Division of Vocational Education, State Department of Public Instruction. The contents were planned and developed in a rural high school in this State under the direction of the home economics teacher and the principal. A copy will be sent upon request", Miss Dennis concluded.

HOME ECONOMICS NEWS LETTER 1937-1938

The Home Economics department of the Division of Vocational Education has just issued its fall News-Letter for 1937-1938. This 17-page mimeographed bulletin contains sections on the following subjects:

The George-Deen Act for Vocational Education
Resume' for 1936-37 Vocational Program in Home Economics
Program of Work for 1937-38
Suggested List of Home Projects
Suggested List of References for the Department and the Teacher
Exhibits for Fairs
Home Economics Student Club Program for 1937-38, including
"A Word of Greeting" from Governor Hoey

A copy of this bulletin has been sent to each teacher of home economics employed in the State.

STATISTICS ON HOME ECONOMICS FOR 1936-1937

The following facts concerning the North Carolina Program in Homemaking for 1936-37 were taken from the bulletin referred to above:

"In 1936-37 there were 728 white high schools and 132 colored high schools in the State, of this number 564 offered the home economics program.

	White	Colored	Total
1. Day Schools -			
Number	486	78	564
Enrollment	19,321	5,539	24,860
2. Vocational Program -			
Number offering	110	7	117
Enrollment	6,938	641	7,579
3. Adult Classes -			
Enrollment	5,292	1,415	6,707
4. Classified Summary or Porjects -			
Housing	4,357	242	4,599
Provision of Food for Family	3,891	188	4,079
Selection, Care and Con struction of Clothing	4,129	129	4,258
Laundering	529	58	587
Care and Guidance of Children	895	41	936
Health and Home Care of the Sick	326	49	375
Home Management	1,412	78	1,490
Consumer Buying	541	62	603
Family and Social Relations	982	118	1,100
Related Subjects	2,842	135	2,975
Total	19,904	1,098	21,002 "

YOUNG TAR HEEL FARMERS' ACTIVITIES

The Young Tar Heel Farmers are getting off to a good start this year with reports of chapter activities being sent in. These reports, due the first of each month, describe the various activities, educational and social, in which the boys participated. Following are two examples of these reports:

"WALLACE - Our chapter held its first meeting and elected the following officers: I. B. Teachey, president; James Allen Bradshaw, vice-president; Philip Pierce, secretary; Elmo Teachey, treasurer; and Horace Batts, reporter. All the new officers have learned their parts in the opening and closing ceremonies and hope to make this a great year.

"SMITHS - At our last meeting, seventeen Greenhands were initiated into the chapter and we are going to give them a weiner roast. Fourteen of our boys went to the State Fair last month and three of them entered the Judging contest."

At this time of year, all Young Tar Heel Farmers are busy getting their projects started and are mapping out plans for the year with definite objectives in view, such as using purebred seed and livestock for projects, improving school and home grounds, securing necessary chapter equipment, cooperative buying and selling, memorizing opening and closing ceremonies and F.F.A. Creed.

LAWS AND OPINIONS

CONCERNING HIGH SCHOOL GRADUATES

Question 1. If a boy or girl has graduated from an accredited high school, may this boy or girl be permitted to return to high school for additional study? If he or she is permitted to return to the high school, may this attendance be counted by the high school in request for teachers? We have one high school that this year has put in a business course and a few boys and girls want to take this business course; they have already graduated from this high school.

Question 2. For years the _____ College maintained a High School Department; this year it was announced by the college that this department would be discontinued. However, they have in the college some half dozen or more students who have not completed a high school course and the college wants them to attend the _____ High School. Is this sort of thing permissible? If they are allowed to attend, should they pay to the high school the tuition charged by the college? Would the high school be permitted to count the attendance of these young people in requesting high school teachers?

Answer: Dear Mr. Erwin: There are two questions in your letter of October 19th raised by the letter of Mr. _____. Both questions in Mr. _____'s letter, however, I think may be answered together.

The law provides that children of the State between the ages of six and twenty-one shall receive instruction in the public schools. Of course, the Constitution does not provide details of procedure by which such training may be given to the child. There are numerous statute laws, of course, dealing with the subject, and going into the setup of the schools with some particularity.

I can find no law, however, which deprives the various authorities dealing with the schools of a certain amount of discretion which they must necessarily exercise in establishing the number of grades and subjects to be taught therein.

We use the term "graduated" in reference to a student of the high schools who has finished courses prescribed for such student, has shown proficiency, and has received a certificate which recognizes that the pupil has received the requisite amount or number of credits.

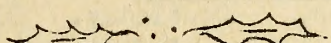
Quite possibly many very important subjects may be added to the curriculum after such pupil has been given such a certificate, which it would be very desirable to include in the training given that pupil. It is possible, too, that further and more extensive training might be afforded by the addition of grades not theretofore taught in the school.

I do not think that a pupil could lawfully insist upon "going to school" every year from six to twenty-one. We recognize here a discretion on the part of the school authorities to limit both as to time and subject the training which the State can afford to give. We recognize the existence of a necessary discretion here, and I think we must also recognize the same discretion as applied to the subject with which we are here dealing, to-wit, the return of a pupil to school after having received the certificate to which we have referred. In my opinion, in the exercise of such a discretion, the school authorities have the right to admit for further training any pupil who has passed through the several grades established, studied the subjects then required or permitted, and received such a certificate of credit, when new subjects or new grades have been added, or when, in the discretion of such authorities, the pupil might profit from study of other subjects already established but not included in the course taken.

Of course, sound judgment and discretion must be exercised, and whatever is done in the matter should be upon general terms or rules fully established, applicable to all similar situations.

I learn that study in _____ College, in which a high school department is maintained, has been recognized as a part of the work of the public school system. The high school department at _____ College will be discontinued. The question arises as to whether or not these pupils may attend the public schools accessible to them and complete the high school course.

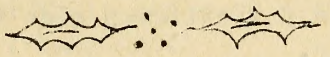
In my opinion, it will be permissible to permit these pupils to attend the _____ high school. Where they are residents of the State, tuition should not be required. - Attorney General, October 20, 1937.



DUTY TO ENFORCE COMPULSORY SCHOOL LAW

It shall be the duty of teachers, principals, county superintendents of public instruction and attendance officers to enforce the compulsory school law in accordance with the rules and regulations adopted by the State Board of Education, and if they shall fail to perform their duties in this respect, it shall be the duty of the county board of education to withhold the salary of such a person or to remove such a one from office. Any school officials failing to obey the law in regard to compulsory attendance shall be guilty of a misdemeanor and may be fined or imprisoned in the discretion of the court. - Public Laws of 1923, c. 136, s. 34.

Note - The "Rules and Regulations Adopted by the State Board of Education" in compliance with this law will be found in Publication No. 142, Compulsory School Attendance.

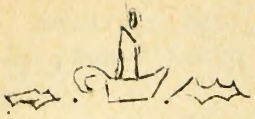


RECORDS AND REPORTS AUTHORIZED BY THE STATE SUPERINTENDENT

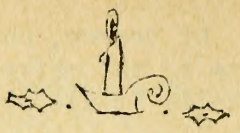
Every teacher or principal is required to make the reports called for below, and the county superintendent shall not approve the final voucher of any teacher or principal until all reports have been made according to law. These forms are furnished by the welfare officer or county superintendent.

1. Notice of Absence - Report Form C3. Every teacher should impress upon the child the necessity of providing a prompt excuse of his absence. Each child should be instructed to bring a written excuse from the parent on the first day of the return to school after having been absent. Such a rule as this will decrease materially the number of notices to be sent to parents and will aid the teacher in accounting for the absences from school.

2. Weekly Report to County Superintendent of Public Welfare - Report Form C5. On each Friday afternoon the teacher or principal in charge shall report to the county superintendent of public welfare the names and other required information of all children of compulsory attendance age who were absent during the preceding week and for whom no valid excuses were rendered. Only one report covering the entire school and signed by the principal will be necessary in schools of two or more teachers. - Extract from "Rules and Regulations Adopted by the State Board of Education."



BOOKS ABOUT CHRISTMAS



*Bible. The Christ Child. Illustrated by Maud and Miska Petersham. Doubleday. $2.00.
A most beautiful picture book of the Christmas story with text from the Bible.

*Dalgliesh, A., comp. Christmas; a Book of Stories Old and New. Scribners. $2.00
The old beloved Christmas stories and many new ones.

Dickinson, A. D., and Skinner A. M., eds. Children's Book of Christmas Stories. Doubleday. $1.75
Excellent collection of Christmas stories for both younger and older children.

*Harper. Merry Christmas to You. Dutton. $2.00.
A collection of twenty-three delightful Christmas stories.

*McSpadden, J. M. Book of Holidays. Crowell. $1.75.
The origins and customs of twenty holidays celebrated in our country.

*Olcott, F. J. Good Stories for Great Holidays. Houghton. $3.00.
Stories for seventeen widely celebrated holidays are given, including a number for the Christmas season.

Penberton, H. Christmas Plays for Children. Crowell. $1.50.
Plays suitable for children nine to twelve years old, requiring no royalty.

*Schauffler, R. H., ed. Christmas. Dodd. $2.00
The origin, celebration, stories, poems, and other much wanted information for Christmas.

*Sechrist, E. H. Christmas Everywhere. Macrae. $2.00
A book of Christmas customs and celebrations of many lands, all over the world.

*Smith and Hazeltine. Christmas in Legend and Story. Lothrop. $2.00.
"Poems, legends, stories of the true Christmas spirit, chosen for their literary merit and reverent nature."

*Uncle Toby's Christmas Book. Harper. $2.50.
Christmas stories, poems, carols, decorations, recipes and other Christmas things.

*Wickes, F. G., comp. Happy Holidays. Rand. $1.00.
Stories for many of our most frequently celebrated holidays.

*Starred titles are available at discount prices from the North Carolina Education Association.

A CHRISTMAS CAROL

Winds through the olive trees
  Softly did blow,
Round little Bethlehem
  Long, long ago.

Sheep on the hillside lay
  Whiter than snow.
Shepherds were watching them,
  Long, long ago.

Then from the happy sky,
  Angels bent low,
Singing their songs of joy,
  Long, long ago.

For in a manger bed,
  Cradled we know,
Christ came to Bethlehem,
  Long, long ago.

- From "Young Wings", published
  by the Junior Literary Guild.

LIBRARIAN,

N. C. STATE LIBRARY,

RALEIGH, N. C.

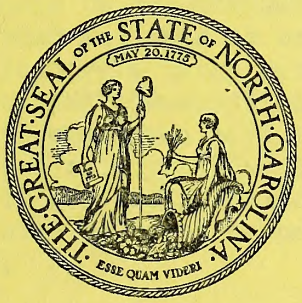
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NORTH CAROLINA
STATE LIBRARY

VOLUME 2 NUMBER 5

January, 1938

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

NORTH CAROLINA
STATE LIBRARY

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

January 6, 1938

To Superintendents, Principals and Teachers:

As we enter the new year, my thoughts are on the thousands of children who attend the public schools. I am thinking of their lives, their preservation and their SAFETY, as they go to and from school, as they sit in the classrooms, and as they play on the school grounds. I believe we as superintendents, principals and teachers have an obligation to perform in regard to the safety of these little twigs of society as they come into our care or under our responsibility.

Last October six INSTITUTES on SAFETY were held, under the direction of our Division of Instructional Service, in the larger population centers of the State. The emphasis at these meetings was on highway safety. I think that it is our duty to point out at frequent intervals these dangers on the highways - where to walk, the danger of playing along the road and when to cross the road after leaving the bus. Now that we are indoors a large part of the time, we should also caution the janitor about the accumulation of trash and rubbish or about any greasy mops that are sometimes left in and about the schoolhouse to become fire hazards. We should caution the older pupils about unnecessary roughness in their play with smaller children. In short, every precaution possible should be taken to preserve the health and lives of the children at all times.

Also, as we enter this year of 1938, I am thinking of those of you who are working at this task of educating these boys and girls, and I wish for each of you good health, happiness and prosperity throughout the entire year.

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

Volume II January, 1938 Number 5

* * * * *

"The friends of the public schools in the past, and now, do not think that our property or our lives are safe in the hands of ignorant voters, and they do not think that our free governmental and religious institutions can long exist without liberal provisions made by the state for the education of all the voters." - S.M.Finger, Superintendent of Public Instruction for North Carolina in 1887-88.

EDITORIAL COMMENT

FIFTY YEARS AGO AND NOW

The above quotation is taken from the BIENNIAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF NORTH CAROLINA for 1887 and 1888. We believe that it represents "a line of thinking" just as true today as it was fifty years ago. Note especially the language used by Superintendent Finger: "liberal provisions", "by the State", and "all the voters." We wonder if he visualized the situation with reference to public education that we have today, or did he and "the friends of the public schools" have in mind something even greater and bigger than we now have. We do not know, of course, what the leaders of education in that day conceived as "liberal provisions." We believe, however, that the doctrine of universal education "preached" by them was no different than that advocated by our present leaders. Further quotations from Superintendent Finger illustrate their ideas of the importance of education in the life of the State.

"General intelligence and material prosperity and power go together."

"We in North Carolina boast of our natural resources and have put ourselves in the race with our sister states for material prosperity, and we are saying to the world that here is the best place to make investments of capital and the best place to live. We invite capital and skilled laborers to come among us . .... Universal intelligence is not only safety to life and property, but .... it is the foundation also of the development of our natural resources and the foundation of power and material prosperity."

Now compare these quotations with the following statements from the recent REPORT of the present State Superintendent:

"During the years that lie ahead we have a far more solemn obligation than simply to keep schoolhouse doors open. Ample funds must be made available to provide in our classrooms educational activities suited to the needs of rising citizens of the State and nation. Activities in keeping with the challenges of modern democracy must be fostered in every community and the exercise of local initiative must be preserved. But the education of childhood has significance beyond the boundaries of any community, and when any community has reached the limit of its ability to provide its own educational needs, it is the responsibility of democratic government to see that the strong shall help the weak."

"As we stand today at the threshold of new opportunities in every walk of life, we must recognize that North Carolina has become a great

State, great in its accomplishments and great in its possibilities. In my opinion, this greatness has come in proportion as the bonds of ignorance have disappeared within the shadows of classroom walls. The mingling of training and natural resources, of skill and opportunity in wise proportion, has produced in this commonwealth the premier State of the South."

Although these two statements indicate, to a certain extent, the fulfillment of the desires expressed by Finger fifty years ago, they also express fundamentally the same "education and prosperity" philosophy. Both point out the fact that ignorance must be dispelled, as a responsibility of the State, before the State can prosper.

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RALEIGH LONGER SCHOOL TERM

The action of the Raleigh Chamber of Commerce in passing a resolution favoring better school facilities in Raleigh indicates that a better sentiment prevails in the capital city now than there was last June, when an election calling for a 17-cent tax levy to provide better school facilities failed to carry. No date has been set, but no doubt an effort will be made early this year to vote on this question again. Two elections were lost during the past two years.

Results of the recent Chamber of Commerce membership referendum showed that 142 favored a nine-months term and 12 opposed the addition of another month; 124 favored a special 17-cent tax levy, whereas 30 were against such a levy; and 118 voted for a proposal to change the present method of naming the school board members.

Raleigh is the only city of its size in the State not having voted a tax for schools since all such taxes were abolished by the General Assembly of 1933. Durham, Charlotte, Winston-Salem, Asheville, Greensboro, High Point and New Hanover County (Wilmington), each has voted a supplementary tax for better schools. A total of 37 administrative units now provide by special taxes educational advantages above that provided by the State.

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TEACHERS' PROFESSIONAL INSTITUTES

From September 13 through December 11, 1937, a total of 113 institutes or professional meetings were conducted under the direction of the Division of Instructional Service of the Department. Of course, it is too early to measure the results of these various meetings, but based upon the attendance at them and the reports of principals and superintendents, indications are that better teaching has been stimulated and as a result it is expected that the work discussed will be more effective. In conducting these institutes, the representative of the Division of Instructional Service had the assistance of outstanding people in the subjects presented.

The following is the number of meetings conducted for each subject:

Art - 18 meetings	Music - 12 meetings
Safety - 6 meetings	Physical Education - 18 meetings
English - 14 meetings	Science - 23 meetings
	Social Studies - 21 meetings

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THERE ARE one and three fourth million more public high school pupils in the United States now than in 1930.

BETTER SCHOOLS FOR BURLINGTON

The Burlington city administrative unit under the direction of Supt. L. E. Spikes is making an effort to serve the community better by an intensive study of Burlington. In his foreword to the November-December BULLETIN of that school system, Supt. Spikes says: "We are now making an effort to study our schools, our homes, and in brief to study Burlington. Our teachers are studying the materials which are now available - both for the teacher and the child. We hope by the end of this school year that all teachers will not only know her materials of instruction, know her students, and know the community, but that they may get the point of view of using the materials in a better way to promote the experience of our children. In this way only may materials of instruction be used for educational aims and objectives.

"Let us remember one objective for this year - ' TEACH CHILDREN AND NOT BOOKS.'"

Then again under the section "OUR PLAN FOR THE FUTURE", he says, "As fast as is consistent we shall incorporate into our program of instruction interpretative studies of community, county, state and national life. Our present program calls for stabilization in the course of study as set up by the state, with constant enrichment from various sources such as supplementary reading, reference materials, libraries, and the large amount of instructional material provided in the Professional Study Room."

This BULLETIN wishes to commend Supt. Spikes, his corps of teachers, and the city board of education for their method of meeting the challenge of the people, who recently voted a special tax for schools, in their splendid efforts to make the Burlington schools BETTER SCHOOLS.

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COLLEGE BOUND

A little 20-page pamphlet, written for the purpose of helping high school girls who are thinking of going to college, has recently been prepared by Miss Alice M. Baldwin, Dean of the Woman's College, Duke University, Durham, N. C.

This pamphlet, Miss Baldwin states, is the result of a three years' study by members of four associations: the National Association of Deans of Women, the National Vocational Guidance Association, the Southern Woman's Educational Alliance, and the National Federation of Business and Professional Women's Clubs. "College girls and their advisers in different parts of the country have been consulted, and their thoughts and experiences presented and discussed." The booklet considers the following problems:

I. How to Choose Your College
II. Possibilities of Self-Help
III. How to Prepare for College Work
IV. How to Prepare for College Life

Some very excellent ideas, which should prove beneficial to any prospective college girl, have been presented in this publication. It should meet a very definite need. It would be a very fine thing if superintendents, principals and guidance teachers could place a copy of this pamphlet in the hands of each member of the senior class in order that they may devote some thought now to this question of college entrance.

The publishers, the International Textbook Company, Scranton, Pa., are selling the pamphlet for twenty cents a copy, or fifteen cents a copy if bought in quantities of ten or more.

NOTES AND ANNOUNCEMENTS

NATIONAL SOCIAL HYGIENE DAY

February 2, 1938, has been designated by the American Social Hygiene Association and cooperating organizations as the second National Social Hygiene Day, it was recently announced by Dr. Walter Clarke, Executive Director, The American Social Hygiene Association, 50 West Fiftieth St., New York.

It is the purpose of this observance to emphasize the gravity of social hygiene problems commonly met by young people and to encourage public support in the effort to stamp out and control syphilis. All individuals and organizations whose primary concern is with the well being of the nation's boys and girls are urged to join in the national observance of this day. This year's slogan is "Stamp Out Syphilis - Enemy of Youth".

Literature, exhibits, films, material for radio talks, publicity helps, and suggestions for mass or group meetings for aid in organizing a Social Hygiene Day program may be secured from Dr. Clarke.

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REGISTRATIONS IN FINE ARTS AND PHYSICAL EDUCATION

The seventh in a series of articles on registrations in high school subjects, which have appeared in SCHOOL LIFE, official publication of the Office of Education, concerns fine arts and physical education.

Below is presented a table giving the number of schools offering and pupils registered in North Carolina as taken from this article:

	1928	1934	Per Cent Increase
No. schools reporting	471	447	- 5.1
Total enrollment	55,784	85,833	53.9
Schools offering Drawing and Art	8	9	12.5
Registration	163	562	244.8
Schools offering Vocal Music	53	75	41.5
Registration	3,369	5,586	65.8
Schools offering Instrumental Music	125	70	- 44.0
Registration	2,437	1,395	- 42.8
Schools offering Physical Education	6	71	1,083.3
Registration	821	9,103	1,008.8

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THE AMERICAN YOUTH FORUM

The American Youth Forum announces a project for this year through which $7,500 will be given in awards for original ideas on America expressed in articles, stories, poems and graphic art by pre-college students.

Additional information may be secured by writing to the American Youth Forum, 250 Park Avenue, New York, N.Y.

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CONSERVATION BULLETINS

The Emergency Conservation Committee, Mrs. C. N. Edge, chairman, 734 Lexington Avenue, New York City, publishes a valuable illustrated series of teaching units on water-fowl, hawks, eagles, fish-eating birds, and owls; ten cents each. Also, a worthy series of illustrated conservation bulletins which are free.

TEACHERS COLLEGE FELLOWSHIPS AND SCHOLARSHIPS

For the year 1938-39 the trustees of Teachers College have authorized a maximum of seven scholarships of the Advanced School of Education for persons who are or who expect to become candidates for the degree of Doctor of Philosophy or the degree of Doctor of Education. These scholarships range in value from $1200 for single persons to $2000 for a married man with wife and two children.

In addition three fellowships ranging in value from $250 to $750 are available to graduate students or prospective graduate students, who need not be candidates for the Doctor's degree. There are several other scholarships, varying in amount from $100 to $400, available to both undergraduate and graduate students. Approximately forty research and teaching assistantships, with stipends ranging from $250 to $1000 are also available.

These scholarships, fellowships and assistantships will be awarded on the basis of information submitted in the application form, personal interviews, and examinations to be held on March 4 and 5, 1938, in convenient centers in the United States and foreign lands. All applications must be filed on special forms with the Secretary of Teachers College on or before February 1, 1938. Forms will be supplied on request.

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IMPROVING SOCIAL STUDIES INSTRUCTION

The November, 1937, number of the RESEARCH BULLETIN of the National Education Association should prove interesting to all teachers of social science, and useful especially to curriculum committees. The title of this number of the BULLETIN is "Improving Social Studies Instruction". "Principals and supervisors will find in the report ..... challenging topics for professional study and discussion.

"Individual teachers will discover that the discussion offers many suggestions for the improvement of their work. The fact that the bulletin is based upon actual classroom experiences of others should increase its possibility of usefulness to most teachers."

Copies of this issue of the BULLETIN may be obtained at 50¢ per copy, if remittance accompanies order, from the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

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EDUCATIONAL DIRECTORY FOR 1937-1938

Our EDUCATIONAL DIRECTORY came from the press early in December, as announced in the October BULLETIN. We believe that this is the best publication of this kind that we have issued. For the first time all white schools with the names of their principals or head teachers have been listed. Then, too, both elementary and high schools for county and city units are listed together. It is our purpose to extend this change to colored schools in the 1938-39 edition of this publication.

We wish to thank all those who had any part in assembling this information, and especially the superintendents who returned our request for information concerning the school employees of the State.

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"The child must be our first concern." - Governor Hoey.

STATE MEETING N.C.EDUCATION ASSOCIATION

The annual convention of the Delegate Assembly of the North Carolina Education Association will be held in Raleigh on March 17, 18 and 19, 1938, it was recently announced by President W. C. Jackson. Plans are now being made, and it is hoped that some of the leading educators of the country can be secured to discuss the vital educational problems of the times.

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WHAT THE $2.00 MEMBERSHIP BOUGHT IN 1937

The December number of NORTH CAROLINA EDUCATION, official publication of the North Carolina Education Association, gives a table showing how the $2.00 membership fee was expended for the year ending August 31, 1937. Here is the breakdown by objects:

For magazine	$ 1.010
For committee work	.266
For meetings of association	.254
For the pageant	.384
For rent	.086
Total	$ 2.00

Since the Association had other sources of revenue, largely advertising, expenditures for other purposes (staff salaries, printing, postage, equipment,etc.) are from these sources rather than from the dues paid by members.

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BRIEFS

Dr. George Anselm of Cornell, Iowa, has succeeded Dr. A. P. Kephart as principal of the Curry Training School of the Woman's College, Greensboro.

Supt. B. E. Lohr of the Clinton city unit, Sampson County, states that there is quite an epidemic of measles in that county, and that many of the schools closed earlier for Christmas than usual because of this fact.

If you are keeping a file of the PUBLIC SCHOOL BULLETIN and wish to obtain certain back numbers, which you do not have, write L.H.Jobe, State Department of Public Instruction, Raleigh, N. C., and they will be furnished as long as the supply lasts.

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NATIONAL PEACE POSTER CONTEST

The 3rd annual Peace Poster Contest, which offers numerous prizes including cash, scholarships and other valuable considerations, has recently been announced by the National Peace Poster Contest and Circulating Library of Original Peace Posters, 140 North 15th Street, Philadelphia.

Prizes are offered in three groups: Group I, grades below high school; Group II, high school grades; and Group III, grades above high school. First, second and third prizes are offered in each group. Intergroup-regional prizes are also offered in Groups II and III. All posters are to deal with peace, and students of all ages everywhere in the United States are eligible to participate in this contest. The contest closes March 1st, 1938.

General instructions and other information concerning this contest should be obtained from Nancy J. Babb, 140 N. 15th Street,Philadelphia, Pa.

OBSERVATIONS FROM THE FIELD

Here are some interesting observations made by a member of our Division of Instructional Service staff:

Chowan School - A recent visit to the Chowan School, Tyner, N. C., revealed the remarkable improvement which has taken place in this school from the standpoint of building and equipment. This school is housed in a new building completed last spring. The building is attractive and the rooms suited to the needs of the pupils. Adequate provision is made for special rooms including rooms for laboratory, library and home economics. Superintendent Taylor has cooperated fully with Principal P. L. Baumgardner in securing equipment necessary for good teaching. Both are to be congratulated on the improvement in this situation.

One of the best and most attractive rooms in the building is the spacious library. This is equipped with modern library furniture and is evidently enjoyed by teachers and pupils. The number of books and magazines on hand is much above the average and the situation is almost ideal for a rural school. Another feature of school life is the school paper published by the pupils, "The Tomahawk". The paper is well-arranged, the editorials are thoughtful and all-told would do credit to any school.

Winfall School - One of the best elementary school buildings in the eastern section of the State is to be found at the little village of Winfall in Perquimans County. The building was built with elementary pupils in mind. The primary rooms are large and contain special built-in cabinets and other features suitable to the needs of little children. The grounds are being improved and shrubbery planted. Altogether the plant furnishes such a contrast with the old school building at Winfall that Superintendent F. T. Johnson and Principal Ainsley are quite justified in displaying some pride in the new building.

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BUILDING CHARACTER IS HIGHEST AIM OF EDUCATION

A teacher who presents the proper inspiration to sturdy character will help the student to the correct appraisal of values in his daily living. Unless one has this correct scale of values, an education might prove to be very dangerous, for an educated weakling is a disappointment quite as much as an educated rogue is a menace.

Character is caught and not taught. This shows the importance of the teacher's possessing it first of all. The teacher who gives prime consideration to the building of character in pupils will emphasize the cultural side of life. If every child could daily hear a little music, read a little poetry, and see a fine picture, an everlasting appreciation of beauty would be developed. It has been truly said that "It is the function of education not to enable us to earn our daily bread so much as to sweeten all of our bread."

The teacher from whom character is caught will emphasize the fact that the making of money is not the sole measure of achievement. Anything that can be lost as easily as fortunes is hardly sufficient to be the chief motivating desire of an individual. A contribution toward character will be made with the proper emphasis upon sheer honesty. It is therefore upon the character of people in places of responsibility that we ultimately depend. - Pennsylvania PUBLIC SCHOOL BULLETIN, December, 1937.

ART EXHIBITION 1937-1938

An art exhibition for the schools and colleges of North Carolina is to be conducted jointly by the art departments of the Woman's College, Greensboro, and the University of North Carolina, Chapel Hill, from March 6 through 21, 1938. The work of the elementary and high school divisions will be exhibited from March 6 through 13 at Students' Building in Greensboro, and from March 15 through 21 at Person Hall Art Gallery in Chapel Hill. The work of the college divisions will be exhibited from March 6 through 13 in Chapel Hill and from March 15 through 21 in Greensboro.

All entries must be in the hands of the committee by midnight, February 26, 1938. Entry blanks and other information with reference to this exhibition may be obtained from the Art Exhibition Committee, Department of Art, Woman's College, U.N.C., Greensboro, N. C.

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STATE COMMISSION FOR EXCEPTIONAL CHILDREN APPOINTED

A seven-member commission to determine "ways and means of providing more suitable and adequate instruction in the public schools for exceptional children, and to make recommendations to the Governor and General Assembly of 1939" was appointed last month by Governor Hoey. The following persons were named on this commission:

Miss Ada Valentine, Spring Hope
Mrs. J. B. Sidbury, Wilmington
Mrs. W. E. Taylor, Charlotte
Dr. C. H. Allen, W.C.T.C., Cullowhee
Dr. E.A.Branch, State Board of Health, Raleigh
Dr. Harry Crane, U.N.C., Chapel Hill
Mr. J. F. Woodward, Mount Pleasant

The appointment of this commission was authorized by the General Assembly of 1937 by Resolution No. 51, the members to serve without compensation.

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SAFETY STOP! THINK:

I am more powerful than the combined armies of the world.
I have destroyed more men than all the wars of the world.
I am more deadly than bullets and I have wrecked more homes than the deadliest siege guns.

I steal in the United States alone, over $300,000,000 each year.

I spare no one and I find my victims among the rich and poor alike; the young and old; the strong and weak; widows and orphans know me.

I loom up to such proportions that I cast my shadow over every field of labor from the turning of the grindstone to the moving of every railroad train.

I massacre thousands upon thousands of wage earners each year.

I lurk in unseen places and do most of my work silently. You are warned against me but heed not.

I am relentless, I am everywhere, in the home, on the streets, in the factories, at the railroad crossings, and on the sea.

I bring sickness, degradation, death; yet few seek to avoid me.

I destroy, crush, maim, take all, and give nothing.

I am your worst enemy.

I am CARELESSNESS. - National Safety Council.

INDUSTRY IN NORTH CAROLINA

The following table, giving the chief facts for all classes of industries in the State based on the 1935 census of industry, was taken from the University of North Carolina NEWS LETTER, Vol. XXIII, No. 16:

Rank Industries	No. Estab.	No. Wage Earners	Wages Paid	Cost Materials, Fuel, Purchased Electricity	Value Products
1. Cigarettes	4	15,842	$11,376,979	$362,799,574	$463,280,743
2. Cotton manufactures(yarn)	311	93,964	56,169,703	143,547,046	233,736,777
3. Knit goods	183	32,637	23,670,034	36,521,303	75,318,473
4. Furniture	118	13,640	9,367,274	17,358,618	34,738,963
5. Rayon manufactures	27	11,389	8,514,081	21,199,884	33,205,761
6. Dyeing and finishing cotton,rayon, silk	31	7,357	5,097,415	11,442,263	21,345,472
7. Lumber and timber products	398	11,060	5,000,093	7,474,156	17,944,833
8. Wool and hair manufactures	8	2,776	2,141,339	10,402,490	17,804,380
9. Fertilizers	70	1,760	781,254	9,262,823	13,568,015
10. Flour,grain mill products	94	642	497,475	10,556,303	12,857,350
11; Oil, cake,meal,cottonseed	42	960	408,966	10,984,612	12,515,253
12. Beverages, non-alcoholic	114	757	826,673	3,640,917	9,278,071
13. Leather:tanned,finished,etc.	9	1,069	793,444	6,492,260	9,018,419
14. Bread and baker products	88	1,863	1,815,625	4,822,125	8,992,207
15. Men's cotton wear: shirts, work clothing, etc.	20	3,609	1,739,728	6,222,013	8,906,032
16. Planing mill products	109	2,322	1,432,669	5,127,918	8,286,934
17. Printing and publishing newspapers,periodicals	131	1,107	1,479,714	1,453,628	7,892,633
18. Cordage and twine	10	2,087	1,073,690	3,567,956	5,921,807
19. Silk manufactures	9	1,491	1,020,391	1,892,857	3,662,602
20. Printing,music,books,job	101	833	928,564	1,184,909	3,332,742
21. Ice cream	37	310	292,409	1,592,946	3,291,718
22. Drugs and medicines	10	390	291,683	1,319,139	2,916,394
23. Boxes, paper	15	527	395,139	1,329,581	2,707,305
24. Ice, manufactured	124	377	313,719	615,891	2,647,439
25. Tanning materials, dyestuffs, etc.	7	355	299,596	1,507,559	2,594,674
26. Clay products, not pottery	33	1,091	557,586	759,570	2,107,914
27. Confectionery	12	383	254,189	1,016,100	2,006,283
28. Waste and related products	6	242	131,610	1,361,675	1,961,037
29. Miscellaneous apparel	6	566	319,436	1,184,466	1,811,618
30. Asbestos products	5	427	346,829	777,528	1,581,014
31. Textile machinery	21	304	322,087	466,543	1,358,156
32. Mirrors and other products glass purchased	7	325	156,367	688,680	1,329,567
33. Marble, granite, slate, etc., cut and shaped	30	462	383,866	385,242	1,222,523
34. Mattresses and springs	18	247	165,736	715,134	1,205,727
35. Women's and children's apparel	8	219	191,512	638,477	1,134,174
36. Sausage, meat puddings, headcheese, etc.	17	94	64,754	900,118	1,129,957
37. Minerals and earths,ground	11	283	148,539	515,829	1,062,198
38. All other	502	16,524	14,093,774	54,933,560	78,302,707

COLLEGE ENTRANCE AGES

At what ages do students enter college? This question is answered by an article in the October SCHOOL LIFE by John H. McNeely, Specialist in Higher Education for the Office of Education. The data used by Mr. McNeely were collected through a study of 6,434 college students, 3,736 men and 2,698 women, made by institutions scattered throughout the United States. The tabulation presented shows that the greater portion of students enter college during their eighteenth year, which is the normal age of entrance based upon a school entrance age of 6 years followed by regular progress through the grades. A greater portion of women than men students, the table shows, entered college at immature ages.

Age of Entrance	Number	Per Cent	Men	Women
Less than 17 years	533	8.3	6.4	10.8
17 years to 17 yrs. 11 months	1,933	30.0	24.2	38.2
18 years to 18 yrs. 11 months	2,277	35.4	34.9	36.0
19 years to 19 yrs. 11 months	974	15.2	19.4	9.4
20 years or over	717	11.1	15.1	5.6
	6,434	100.0	100.0	100.0

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BETTER CONDUCT WEEK

Sometimes principals and teachers have difficulty in providing suitable assembly programs. Here is a plan that was carried out with marked success as shown in actual results of an examination of 85 questions on conduct and manners, given before the "Better Conduct Week" and again on the Monday following, in the Stafford High School, Stafford, Kansas:

Monday - Student Conduct in Corridors and Classrooms: Various subheads for discussion, dealing with courtesy in recitation, whistling, and gathering in groups in corridors, etc., were placed under this topic.

Tuesday - Student Conduct in Assemblies and on Campus: Whispering during assembly programs was stressed as an ill-mannered procedure; stamping the feet as a method of applauding was condemned. Care of the lawns and consideration to disposing of waste paper were named as desirable habits of campus conduct.

Wednesday - Conduct at Games and on the Street: Cheerful losers, modest winners, and sane automobile drivers were emphasized here. Thumbs were turned down on booing officials' decisions and heckling.

Thursday - Conduct in Other Towns: The importance of creating a favorable impression for the school was stressed in discussing yearly trips of the music club and athletic team trips in neighboring cities.

Friday - Illustrations of Correct and Incorrect Conduct and Manners: This was the climax of the week and the following stunts (or illustrations) were presented: Greetings, Walking on City Streets, Correct Dress for Different Occasions, Walking in Corridors, Sportsmanship at Athletic Events, Table Manners, Foods (presented for domestic science class), the Time and Place for Chewing Gum, Hypocrisy, Proper Make-up, Office Manners, Dressing-Room Manners after a Victory Obtained in a Football Game.

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There is creative reading as well as creative writing. - Emerson.

STATE-AID ADULT EDUCATION PROGRAM

The first meeting of those participating in the State-Aid Adult Education Program was held in the Senate Room of the Capitol Building in Raleigh on December 13th. The State-Aid Program is not a part of the WPA program and does not select teachers from the standpoint of relief, but so far as possible and where desirable to do so, is welded in and integrated with the WPA Program.

Superintendent Clyde A. Erwin led the discussion, which centered around the principles, problems, plans and procedures in the permanent State Program of Adult Education. "The State Adult Education Program", said Mr. Erwin, "was conceived to be a definite, permanent function for adult education in North Carolina. It was started in a very small way, but we expect it to grow and develop into an essential part of the public school program..... A county or city must be interested in the program enough to invest in it before the State could invest its funds in that particular locality", said Mr. Erwin in explaining how the $25,000 appropriation for adult education was being used. "The State will match funds on a 50-50 basis, within certain limits, for the purpose of developing adult education within your county or city. The 19 counties and cities desiring to cooperate are represented here this afternoon. Mistakes may be made", concluded Mr. Erwin, "but adults in North Carolina will be in better condition from an educational standpoint. I am convinced we will get a great deal from the $25,000."

All the superintendents and most of the county directors who were present took part in the round-table discussion which followed Mr. Erwin's talk, giving the highlights of the work being carried on in the various units. Mrs. Elizabeth C. Morriss, Director of both the WPA and State-Aid Programs of Adult Education in North Carolina, discussed some of the curriculum phases of the work, and distributed several types of source material.

The following superintendents attended the meeting: W. F. Warren, Durham City; L. H. Barbour, Durham County; T. C. Roberson, Buncombe County; B. L. Smith, Greensboro City; Thomas R. Foust, Guilford County; C. F. Carroll, Jr., High Point City; J. J. Tarlton, Rutherford County; John W. Comer, Surry County; E. D. Johnson, Union County; and J. O. Bowman, Anson County.

County directors and others attending were: Mrs. W. R. McCargo, Greensboro; Mrs. G. B. Murphy, Winston-Salem; Mrs. Geo. Rutzler, Jr., Monroe; Mrs. Jessie Haywood, Mrs. Anne J. Watson and A. F. Keller, Durham; Mrs. Lela C. Braswell, Gastonia; Mrs. Elva Hall, Belmont; Mrs. Winifred O'Neill and R. E. Price, Rutherfordton; Mrs. Virginia Clay and Miss Minnie Reese, Asheville; Roben J. Maaske and R. M. Grumman of the University of North Carolina; Frank Bentley, New Orleans, Regional Director of the WPA Education Program; Miss Minnie Farrior, Mrs. Marie S. Mutart and Mrs. H. A. Perry, Raleigh; Mrs. J. M. Day, Field Representative of the WPA Education Program; Miss Mabel Bacon, Charlotte; Mrs. Marion Faison, West Jefferson; Mrs. Edith Morgan, Asheville; Mrs. Manie Rodeffer, Williamston; and Miss Ruth Moore, Raleigh, District Supervisors of the WPA Adult Education Program; Miss Rose Mills, State Supervisor of Nursery Schools, WPA Program; and Mrs. Elizabeth McQuinn, High Point.

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Through error the elementary schools in the Kannapolis (Cabarrus County) unit were rated in our Directory as eight months schools. These schools have operated a nine months term, and therefore should be rated as follows:

Aycock	I-B	1932	McIver	I-A	1931
Centerview	I-B	1932	Woodrow Wilson	I-A	1932

WPA PROGRAM IN PRISON CAMPS

Twelve WPA teachers are now teaching night classes once or twice a week in six different prison camps in North Carolina. Three hundred and fifty-nine prisoners are enrolled in these classes. The majority had never been beyond the fourth grade in public school. Many did not even know how to sign their names. These students are all men, young men for the most part. Only 23 out of the more than 350 enrolled are over 30 years of age. They seem interested in their new educational opportunity. A great many have expressed a desire to improve themselves so that when they "get out" they will not sink back to their former level.

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EXPERIMENTAL PROGRAM AT SPRING HOPE

"An Experimental Program in Elementary Education" is the title of Publication No. 200, recently issued by the State Superintendent of Public Instruction. This pamphlet, written by Miss Annie M. Cherry, concerns the work of Miss Ada E. Valentine with a group of unsuccessful school children. The program carried on by Miss Valentine as described by Miss Cherry is "based upon the needs of the individual child regardless of his present equipment or stage of youth and development." Plans for the distribution of the bulletin will be made at an early date.

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THE KINSTON PROJECT

A similar but somewhat different program is being carried on in the city public schools of Kinston. For three years the services of psychologists from the Caswell Training School, located at Kinston, have been available to the Kinston schools. At present a special class for primary children, two special classes for intermediate grades, and one special class for Negro children are organized.

According to Supt. W. A. Graham the principal objectives of these classes are;

"1. To maintain in the children a happy attitude toward people and life.

2. To gain some command of the fundamentals.

3. To develop skills for simple employment, home and commercial serving of foods, shirt factory work, simple carpentry, cotton mill service, etc.

4. To undertake to follow up in fields of employment.

"For that group of students who reach high school, but who are not academically inclined we offer a practical arts course designed to prepare for making a living and for living richly on a limited income."

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NEGRO HISTORY WEEK

The thirteenth annual Negro History Week will be observed February 6, 1938. The Week was initiated thirteen years ago by the Director of the Association for the Study of Negro Life and History, founded by Carter G. Woodson, twenty-three years ago, and has been sponsored as an annual celebration from year to year.

Literature setting forth the significance of the celebration is now being distributed free of charge by Carter G. Woodson, 1538 Ninth Street, N. W., Washington, D. C.

WPA AIDS TO SCHOOL BUILDINGS

Vol. II, No. 8, of NORTH CAROLINA WPA ITS STORY, is devoted largely to projects sponsored for the rural areas of the State. Since the schools, to a very great extent, share in this WPA aid, several examples of stone structures from rural sections of the mountains are pictured. According to "ITS STORY" the WPA has built or repaired 805 school buildings.

In a letter to Hon. George W. Coan, Jr., Administrator of the WPA, which is reproduced in "ITS STORY", Superintendent Erwin says: "I have just had an opportunity to observe anew some of the fine work that the Works Progress Administration has done in the construction, repair, and renovation of school plants in North Carolina ....."

"The State will never know the debt of gratitude that it owes to the Works Progress Administration for the fine work that it has done in improving the sanitary facilities in hundreds of our schools."

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THOMAS JEFFERSON'S VIEWS

The following objects of primary education were prepared by the famous statesman, Thomas Jefferson, and are taken from a report of the Carnegie Foundation for the Advancement of Teaching:

To give to every citizen the information he needs for the transaction of his own business;

To enable him to calculate for himself, and to express and preserve his ideas, his contracts and accounts, in writing;

To improve, by reading, his morals and faculties;

To understand his duties, to his neighbors and country, and to discharge with competence the functions confided to him by either;

To know his rights; to exercise with order and justice those he retains; to choose with discretion the fiduciary of those he delegates; and to notice their conduct with diligence, with candor, and judgment;

And, in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed. - Supreme Council, 33°, Bulletin.

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JUST FOR FUN

Here are some riddles to ask at dinner when everyone is waiting to be served. See whether you can guess them yourself, first. The answers are below, but don't look until you have guessed all you can!

1. How does the postage-stamp have advantage over the small boy?
2. What is remarkable about a yardstick?
3. Why are fish well educated?
4. When is a piece of wood like a queen?
5. What is the difference between a sentence and a cat?
6. When is a boat like a heap a snow?
7. Why is your nose in the middle of your face?

Here are the answers:

1. It can be licked but once. 2. Though it has no head or tail, it has a foot at each end and one in the middle. 3. They have a taste for going in schools. 4. When it is made into a ruler. 5. One has its pause at the end of its clause, and the other its claws at the end of its paws. 6. When it is adrift. 7. Because it's the scenter. - These riddles are from a book entitled "Conundrums, Riddles, Puzzles and Games" by Sarah J. Cutter, published by Peter Paul & Son.

SPECIAL DAY PROGRAMS

The schools of the State have the opportunity within the beginning weeks of the new year to observe with appropriate programs certain special days.

LEE'S BIRTHDAY — On January 19 occurs the 131st anniversary of the birth of Robert E. Lee. Much material has been prepared and is available for suitable programs about this great leader. Publication No. 110, issued by this Department several years ago, contains a limited amount of material of this kind. The school library should have this and other publications on file. Any U.D.C. chapter will be glad to help in furnishing material or references. Elsewhere in this BULLETIN appears the poem "The Sword of Lee".

Lee - The Educator — After the war, Lee was offered the Presidency of Washington University, and here he gladly began the work of educating young men. Mounting his war horse, Traveller, General Lee rode alone four days westward across the Blue Ridge and quietly entered the town of Lexington. He spent the remainder of his life fitting the youth of the South for the duties of citizenship. General Lee enjoyed his work very much. His pupils loved him dearly. He told the boys, "We have but one rule, that every student be a gentleman."

But as the years passed his health began to fail. He tried to regain his strength by travel and rest, but he was never well again. One evening, after a long and busy day, he was taken seriously ill. During his illness, he thought again of his battles. His last words, "Tell Hill he must come up," are still a message to all the boys and girls of our country to come up - up to the best and finest that is in them, in trying always to do their duty.

He was buried beneath the college chapel, not far from where Stonewall Jackson, his "strong right arm" sleeps. Together they rest under the shade of the trees.

The South mourned the death of its great leader. Throughout the whole country, tribute was paid to this great son, for "never had a mother a nobler son."

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JACKSON'S BIRTHDAY — January 21, 1824, marks the birthday of another Southern leader, General Thomas J. Jackson. Splendid material about this great hero will also be found in Publication No. 110, referred to above, as well as in many other places. (not available now).

Idiosyncrasies of Jackson — and Many, many incidents/anecdotes are told of the peculiarities of Jackson. A few authentic ones are given here with the hope that they will not only be of interest but will also give a better understanding of the motives that actuated his daily activities.

Every statement of his, no matter how unimportant, had to be accurate; or, if inaccurate, corrected. He walked for a mile in the rain one night after ten o'clock to correct a trivial error due to an oversight on his part.

One of his principles was that a man can do what he wills to do. His inability to speak in public annoyed him so that he joined a literary club. At first he could never get through a speech, often having to sit down in the middle of a sentence, and although his efforts were very painful to himself and his hearers he kept trying until he became a very good speaker.

He was noted for being a strict disciplinarian and was no more lenient with himself than with others. While teaching in the Virginia Military Institute he suffered from dyspepsia, which caused drowsiness, and his eyes were also giving him trouble. In order to do justice to his classes and not strain his eyes he would stand up beside his desk and carefully read over the lessons for the next day. Then in the evening he would sit with his face to the wall and go over in his mind the lessons he had read until they were his own. He said that this training was very helpful to him in later life when he had to work out plans in his mind's eye while on the march.

He obeyed the letter as well as the spirit of the law in the commandment to remember the Sabbath day to keep it holy. He refrained from writing letters on Sunday; he would not read a letter on Sunday; he even timed the sending of his letters so they would not encumber the mail on Sunday. He also refrained as much as possible from worldly conversation. His wife says, "If a secular subject was introduced on Sunday, he would usually say with a smile, 'We will talk about that tomorrow.'"

He made a point of being punctual to a minute. One of his associates at Virginia Military Institute says, "I have known him to walk in front of the superintendent's quarters in a hard rain because the hour had not arrived when it was his duty to present his weekly class report." On one occasion he had sent for his pastor, Dr. White, to hold a religious service with his men. When the hour for their departure struck, Jackson took up the line of march and left his beloved pastor praying.

One of the keynotes of his great success as a soldier, was prompt obedience of orders and requiring the same of others. It is said that he continued to wear a thick woolen uniform late in the summer because he had been given orders prescribing that uniform and none directing it to be changed.

He had a delicate regard for the feelings of others and, although rather awkward and constrained, he was inately polite and courteous to all. He made a rule to accept, if possible, all invitations, saying that when a friend had taken the trouble to invite him it was his duty to attend. When the humblest soldier saluted him his hat was lifted in return. To the gray headed darky who bowed before him, he would lift his hat as courteously as to his commander-in-chief.

Even in early childhood Jackson seemed to have had a feeling that it was wrong to yield to weaknesses and difficulties. For this reason he would not let any appetite control him or any weakness overcome him. He used neither coffee, tobacco, nor strong drinks and he went all winter wihout a cloak or overcoat giving as his reason that he did not wish to give way to cold. Upon being asked if he disliked whiskey he said, "No, I like it, that is the reason I never use it. I am more afraid of it than all the Federal bullets.

There seemed to be no pretentiousness nor desire for display in his make-up. Some of his admirers, feeling that their hero would appear to better advantage if mounted on a blooded horse, presented him with one but Jackson preferred the scraggy old sorrel horse because he stood fire well. He usually rode in a loose shambling manner and was somewhat indifferent about his appearance, preferring the weatherbeaten old uniform to the bright new ones presented him.

Preferring to endure the same hardships as his men, he firmly declined the luxury of hospitable mansions along the line of march. It was said that his headquarters were often under a tree, his couch in a fence corner; his camp outfit little more than a frying pan and blanket. He has been known to ride for three days and nights with practically no rest or food.

TEMPERANCE OR LAW AND ORDER DAY

Friday, January 28, under the law, should be observed as Temperance or Law and Order Day. The same publication referred to above also contains material for preparing a program for the proper observance of this day. The schools should accept their responsibility in teaching the youth of the land the importance of law observance and enforcement. The teaching of health and clean living must be kept always before the children of the State.

The Athenian Oath

"We will never bring disgrace to this, our city, by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks. We will fight for the ideal and sacred things of the city both alone and with many; we will revere and obey the city's laws and do our best to incite a like respect and reverence in those above us who are prone to annul or set them at naught; we will strive unceasingly to quicken the public's sense of civic duty. Thus in all these ways we will transmit this city not only not less, but greater than it was transmitted to us."

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SIDNEY LANIER

Sidney Lanier was not a great man by reason of the fact that he rose high in the ranks as a Confederate soldier. His fame rests on the fact that he was a poet and a musician of that period. The 96th anniversary of his birthday occurs on February 3, and appropriate exercises should mark its observance. His name is being advanced for the 1940 election to the Hall of Fame of New York University. Lanier died at Tryon, N. C., where he had gone for his health following his release from prison after the War Between the States.

Reference material concerning Lanier may be found in the volumes of the "Library of Southern Literature". Sketches of him are also found in the pocket-book edition of "Southern Poets" published by Macmillan. The September issue of ETUDE (music magazine) contains a very good short sketch of Lanier as a musician. One of the latest books about him is by A. H. Starke, published by the U.N.C. Press, Chapel Hill. A pamphlet giving material about Lanier may be secured from Miss Margaret Roquie, Georgetown, S. C., for 30 cents. Small cabinet size pictures of both Lee and Lanier may be obtained from Perry Pictures, Malden, Mass., at 25 cents and 50 cents, respectively.

Sidney Lanier

(February 3, 1842 - September 7, 1881)

Sweet Singer of the South! In pride
We offer tribute to his birth -
The timbre of his chanted notes
Perfected through poetic worth.

Creator, rare, of harmonies
Transposed into the written word;
Soft echoes fated to resound
Until a listening world had heard.

His sad, last days drew him to us -
A while to dwell on mountain sod:
In life, in death, his soul attuned
Unto the greatness of his God.

- By Daisy Crump Whitehead, Feb. 1937
in her book HEART LINES.

LAWS AND OPINIONS

DISCRETIONARY POWERS AND MANDAMUS

A recent Supreme Court decision, Moore v. Board of Education filed November 24, 1937, should be interesting to school administrators. In its decision of this case the court affirmed the action of the lower court and laid down the following principles:

1. The county board of education has the discretionary power to select school sites in each legally established district, and such discretion, fairly exercised, is not subject to control by mandamus.

2. The duty to establish and maintain a uniform system of public schools rests exclusively upon the General Assembly, N. C. Constitution, Art. IX, and the Legislature retains control and supervision of agencies created by it for the local administration of this function, subject only to constitutional limitations.

3. Sec. 4, ch. 562, Public Laws of 1933, as amended by sec. 5, ch. 455, Public Laws of 1935, abolishing all school districts, and providing for the redistricting of the territory of the several counties for school purposes irrespective of the boundaries of such districts, is valid, and the act of the county board of education, under authority of the statute, in creating a new district by adding contiguous territory to an old district established by the county commissioners, may not be successfully attacked on the ground that the Act of 1933 is void in that the Constitution, Art. IX, sec. 3, imposes the duty of districting the county for school purposes on the board of county commissioners.

4. Ch. 562, Public Laws of 1933, as amended by ch. 455, Public Laws of 1935, as shown by its language, is a general statute relating to all school districts of the State, and the provisions of Art. II, sec. 29, of the Constitution, prohibiting the passage of a special act relating to the boundaries of school districts, is not available.

5. Where a county board of education has selected a school site within a duly constituted district, its exercise of this discretionary power is not subject to review or control by mandamus.

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OBSERVANCE OF SPECIAL DAYS

Other days. The Superintendent of Public Instruction is hereby authorized to provide suitable material for the proper observance in schools of the birthday of Washington, Lee, Jackson, Armistice Day, Memorial Day, and such other days as may be deemed of educational and patriotic value not only to the children but to the citizens of the State. All literature necessary for the proper observance of the days specified in this article shall be prepared by the Superintendent of Public Instruction and printed at the expense of the State. - P.L. 1923; c. 136; s. 370.

Combined programs. The State Superintendent of Public Instruction may fix a later or an earlier date for the observance of any special day the observance of which is required for a specific date if it shall appear to him to be more convenient; and he may combine the programs required to be issued in the foregoing sections so as to require the observance of any two or more of the special days at the same time. - P.L. 1923; c. 136; s. 371.

RECENT BOOKS

PRIMARY GRADES

Gemmill. Joan Wanted a Kitty. Winston or Junior Literary Guild. $ 1.46
An easy to read story of a little girl who found a bedraggled kitten and finally was allowed to keep it.

Newberry. Mittens. Harper. $ 1.18.
The story of how a little boy's kitten was lost and found again. Realistic illustrations.

Washburne. Little Elephant Catches Cold. Whitman. $ .78
A picture book with health suggestions included in the story of a sick little elephant.

Young. Dicky and Peggy in the Orchard. A.B.C. $ .57
A primer type reader which will appeal to younger children.

GRAMMAR GRADES

Buff. Dancing Cloud, the Navajo Boy. Viking or Junior Literary Guild. $ 1.50
A beautifully illustrated present-day story of two Navajo Indian children, Dancing Cloud and his sister Lost Tooth.

Harper. The Selfish Giant and Other Stories. McKay. $ 1.50
Favorite fairy tales in a beautifully illustrated edition.

Leaf. Manners Can Be Fun. Stokes. $ .84
Manners for children presented by means of cartoons and brief sentences.

Van Hichtum. Afke's Ten. Lippincott or Junior Literary Guild. $ 1.69
A fine story of a large family of ten Dutch children which both boys and girls will enjoy.

HIGH SCHOOL

Abbott. A Row of Stars. Lippincott or Junior Literary Guild. $ 1.69
An unusual school story which stresses the character development of the heroine.

Doorly. Insect Man. Appleton-Century. $ 1.17
The story of the life of Jean Henri Fabre most interestingly written.

Meader. Who Rides in the Dark? Harcourt. $ 1.69
A story of early New Hampshire for older boys in which Dan Drew helps to identify and capture a band of highwaymen.

Rogers and Beard. Fresh and Briny, the Story of Water as Friend and Foe. Stokes. $1.35
Water supplies, soil erosion, flood control, canals, and other topics related to our dependence on water told in a fascinating way.

Prices given are those quoted by the North Carolina Education Association. They represent a substantial discount from the publisher's price.

THE SWORD OF LIFE

Forth from its scabbard, pure and bright,
Flashed the sword of Lee!
Far in front of the deadly fight,
High o'er the brave in the cause of right,
Its stainless sheen like a beacon light,
Led us to victory.

Out of its scabbard, where full long
It slumbered peacefully,
Roused from its rest by the battle's song,
Shielding the feeble, smiting the strong,
Guarding the right, avenging the wrong,
Gleamed the sword of Lee.

Forth from its scabbard, high in air
Beneath Virginia's sky -
And they who saw it gleaming there,
And knew who bore it, knelt to swear
That where that sword led, they would dare
To follow - and to die.

Out of its scabbard! Never hand
Waved sword from stain so free;
Nor purer sword led braver band,
Nor braver bled for a brighter land,
Nor brighter land had a cause so grand,
Nor cause a chief like Lee.

Forth from its scabbard! How we prayed
That sword might victor be!
And when our triumph was delayed,
And many a heart grew sore afraid,
We still hoped on while gleamed the blade
Of noble Robert Lee.

Forth from its scabbard all in vain
Bright flashed the sword of Lee:
'Tis shrouded now in its sheath again,
It sleeps the sleep of our noble slain,
Defeated, yet without stain,
Proudly and peacefully.

- Abram J. Ryan.

LIBRARIAN,

N. C. STATE LIBRARY,

RALEIGH, N. C.



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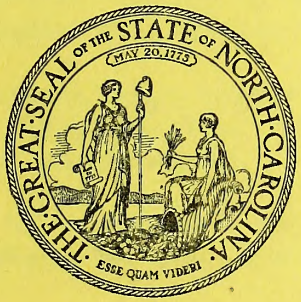
NORTH CAROLINA STATE LIBRARY

VOLUME 2 NUMBER 6

February, 1938

NORTH CAROLINA

PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

February 7, 1938

In Re: Fires and Property Insurance

To Superintendents, Principals and Teachers:

During the present school year, several school buildings have been burned. Not considering the loss in time and inconvenience to teachers and children, these fires have resulted in a heavy financial loss to the affected counties or cities because of a lack of sufficient insurance, or because of blanket policies which covered a too small percentage of the actual worth of the buildings.

It seems to me that there are two very important reasons why superintendents should have their boards of education consider very carefully the types and amounts of insurance carried on school property:

1. The new constitutional debt service limitation amendment makes it very difficult for many counties to issue bonds in sufficient amounts to take care of even normal needs.

2. Recent defaults have injured credit of many counties to the extent that borrowing opportunities are practically non-existent.

I believe superintendents will render a real service if they will review this matter carefully, and protect the public school buildings and equipment as fully as possible. Teachers and principals can help prevent property losses of this kind by seeing that all fire hazards are kept removed, and that stoves and furnaces are always in first class order.

With best wishes, I am

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

Volume II | February, 1938 | Number 6

Issued Monthly by the State Superintendent of Public Instruction, Raleigh, N. C.

Quotation: "If the leaders and teachers of children are people of character and personality, if they possess the qualities of leadership and vision, the children are most likely to develop vision and character." - Floyd I. McMurray, State Superintendent of Public Instruction, Indiana.

EDITORIAL COMMENT

WINSTON-SALEM USES ATHENIAN OATH

A few days ago we received a letter from the superintendent of schools of Winston-Salem reading as follows:

"I am very glad, indeed, to see you have included the Athenian Oath in the North Carolina Public School Bulletin of January. You will be interested in hearing, if you do not already know about it, that Mr. Latham introduced this Oath as a part of our graduating exercises twenty years ago. The Mayor of the City reads the Athenian Oath and the graduates repeat it in concert as a final act of preparation and completion of their school work just before they are awarded their diplomas.

"We believe this is one of the most attractive and important features of our graduation exercises. I hope you will encourage some of the other cities to follow a similar procedure."

We wish to thank Superintendent Moore for calling this custom to our attention. When we included this Oath in the BULLETIN, we had no idea that it was being used in this manner. We are reproducing Superintendent Moore's letter with the hope that other schools will follow the example set by Winston-Salem.

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TEACHERS' HANDBOOK FOR COLORED SCHOOLS

In several numbers of this publication mention has been made of teachers' handbooks. These handbooks were issued by boards of education or boards of trustees under the direction of the superintendent.

Recently, a handbook "Issued by the Principal" entitled "Teachers' Handbook Colored Schools" has been received at the office of the State Superintendent. This 17-page mimeographed booklet was issued last fall, and no doubt served the colored teachers of the Rockingham Schools a useful purpose. According to its Foreword, "It does, however, emphasize some of the major considerations having to do with the promotion of the school program. It proposes, moreover, to indicate some of the larger principles underlying the profession of teaching and to set up certain guideposts by which we may proceed in the performance of our several duties."

The BULLETIN wishes to congratulate Principal Boone on the preparation of this Handbook, and point out to other principals that this type of service with the approval of the superintendent might be used with profit and benefit to the teachers under their supervision.

system

COLUMBUS COUNTY TRANSPORTATION BULLETIN

The Columbus County school/ has hit upon a very unique way in helping to advertise the "Strawberry Festival Campaign" conducted in that county during the period from August 30, 1937 to April 27, 1938.

On the first page of several mimeograph pages devoted to the transportation of school children in that county is a drawing of a large strawberry. This strawberry is divided by lines into parts representing the school districts of the county. Within each of these sections are numbers of small red, green and black circles which give the idea of the seed segments of a strawberry, but which are used to represent the buses operated. According to the legend underneath the drawing, each red circle indicates a bus operating 20 days at $5\frac{1}{2}¢$ per mile or less; each green circle represents a bus operating 20 days at more than $5\frac{1}{2}¢$ per mile; a black circle indicates a bus accident.

The strawberry on the bulletin for the fourth month is not "quite ripe", since there appears a few green spots on it, and sad to relate there are two black spots (circles). We hope these accidents were not serious. A look at the strawberry indicates by districts where these accidents occurred and to which schools buses operated for $5\frac{1}{2}¢$ per mile or less and for more than $5\frac{1}{2}¢$ per mile, and at the same time gives the picture for the county as a whole in this respect.

Congratulations! Mr. Browning. May your strawberries (real) soon get ripe!

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BROUGHTON HIGH (RALEIGH) MAKES SUGGESTIONS

When we note what we think is worthwhile and has value for other schools, we are using the pages of the BULLETIN to get the idea before these other schools. It is with this purpose in mind that the following "Suggestions" from a Special Bulletin to Students of the Broughton (Raleigh) High School are presented. Please observe the positiveness of each suggestion, rather than the negative "don'ts" which usually characterize similar rules.

1. Remain on the first floor until 8:30.
2. Refrain from going to second and third floors at lunch periods.
3. Use stairs A and D for going up and B and C for coming down.
4. Play in the gym. at lunch periods during cold or rainy weather.
5. Eat in the school cafeteria.
6. Help to keep the school building and ground free of paper.
7. Preserve the grass, shrubbery, etc., on the front terrace and elsewhere by not stepping on it.
8. Always return school property to the proper location after using it.
9. Keep the Hi-Times informed concerning the activity of your club or organization.
10. Refrain from rushing or breaking in the cafeteria line at lunch periods.
11. Refrain from unnecessary noise in the building at all times.
12. Help to keep the rest rooms of our school in a healthy sanitary condition.
13. Wash hands before eating lunch.
14. Tell the truth always.
15. Try to find some way to render service to the school. Such services are being rendered by several students at the present time.
16. Always take time to close outside doors - it will preserve the heat.
17. A courtesy manner will go a long way in getting what you desire.
18. Our school is judged by the type of conduct we exhibit in chapel. This is the only way many of our visitors have of judging us.

NOTES AND ANNOUNCEMENTS

INCOME BY OCCUPATIONS

Professor Harold F. Clark of Columbia University has attempted to arrive at the average life and annual earnings of persons engaged in certain occupations. The study made by Professor Clark was based essentially on a composite of 4,400 investigations covering these fields, and reported in OCCUPATIONS, Volume XVI, December, 1937.. The following are the average annual salaries obtained:

Medicine	$ 4,850	Ministry	$ 1,980
Law	4,730	Social work	1,650
Engineering	4,410	Skilled trades	1,430
Dentistry	4,170	Public school teaching	1,350
Architecture	3,820	Nursing	1,310
College teaching	3,050	Unskilled labor	795
Journalism	2,120	Farming	580
Library work	2,020	Farm labor	485

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WAGE RATES FOR SKILLED LABOR IN GEORGIA

A recent news article from the Southern Labor News Bureau gave the wages to be paid for skilled labor on the State's building projects in Atlanta, Georgia. For the Georgia Tech project the following minimum hour wage rates are to be paid:

Asbestos worker	$ 1.00	Operator, mixer (over 10S)	$1.00
Bricklayer, building	1.25	Operator,motorized equip.	1.00
Carpenter, finish	1.00	Operator,terrazzo machine	1.25
Carpenter, forms bldg.	1.00	Painter	1.00
Caulker, bldg. openings	1.00	Plasterer	1.25
Cement finisher, bldg.wk.	1.00	Plumber	1.25
Electrician	1.25	Pipe fitter	1.25
Form-setter, bldg.	1.00	Roofer, sheet metal	1.00
Glazier	1.00	Roofer, slate and tile	1.00
Iron worker,structural	1.25	Roofer, tar and gravel	1.00
Iron worker, riggers	1.25	Reinforcing steel worker	1.00
Lather, metal	1.00	Sheet metal worker	1.00
Marble setter	1.25	Steam pipe fitter	1.25
Mason, stone	1.25	Stone cutter	1.00
Metal trim worker	1.00	Terrazzo and tile layers	1.25
Operator,mixer 27E & up	1.00	Waterproofers	1.00
Minimum rate for common labor			.40

These figures are interesting when compared with the average salaries of teachers, supervisors and principals of the State of Georgia. For 1935-36 this figure was $587 annually. Assuming that there has been a ten per cent increase, the average hourly wage figure for these employees based on a 6-hour day would be approximately 68 cents. For North Carolina, on the same basis, the wage for these State school employees figures about 84 cents per hour.

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BYRD TESTIMONIAL COMMITTEE

State Superintendent Erwin has accepted membership on the Byrd Testimonial Committee which is honoring Admiral Richard E. Byrd at Atlantic City, New Jersey, March 3, 1938, for his distinguished service and contribution to education. During the afternoon of that date Admiral Byrd will be honored by the president of the American Association of School Administrators.

AVERAGE SALARIES TEACHERS, SUPERVISORS AND PRINCIPALS

The average annual salaries of teachers, supervisors and principals for the school year 1935-36, according to recent preliminary statistics released by the U.S. Office of Education, are as follows:

Rank	State	Average Salary	Rank	State	Average Salary
1	New York	$ 2,414	26	Missouri	$ 1,048
2	District of Columbia	2,376	27	Wyoming	1,023
3	New Jersey	1,864	28	New Mexico	984
4	Massachusetts	1,834	29	Idaho	943
5	California	1,776	30	Texas	941
6	Connecticut	1,679	31	Vermont	917
7	Rhode Island	1,664	32	Florida	905
8	Delaware	1,555	33	Iowa	875
9	Pennsylvania	1,549	34	Kansas	855
10	Ohio	1,522	35	Virginia	810
11	Nevada	1,521	36	Maine	798
12	Michigan	1,499	37	Louisiana	793
13	Maryland	1,455	38	Kentucky	787
14	Arizona	1,399	39	Oklahoma	783
15	Illinois	1,369	40	Nebraska	772
15	Washington	1,369	41	North Carolina	735
17	Indiana	1,294	42	Tennessee	718
18	Wisconsin	1,280	43	South Dakota	711
19	Colorado	1,248	44	North Dakota	648
20	New Hampshire	1,207	45	South Carolina	637
21	Utah	1,177	46	Alabama	606
22	Oregon	1,154	47	Georgia	587
23	Minnesota	1,120	48	Mississippi	571
24	West Virginia	1,091	49	Arkansas	504
25	Montana	1,073		United States	$ 1,283

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EDUCATION FOR THE LEGAL PROFESSION

From the "Report of Committee on Legal Education and Admission to the Bar", it is learned that of the 165 applicants taking the bar on August 4 and 5, 1936, 80 passed and 85 failed. An analysis of the educational qualifications of these applicants indicates the part that education affected the results of this examination. The summary taken from this report is as follows:

	Total	Passed	Failed	% Passed
Two years college or better	113	71	42	62.8
Less than two years college	52	9	43	17.3
Total	165	80	85	48.4

These facts are interesting in that they show that even though the State has no minimum educational requirements, it is those persons who have the better education that are able to pass the bar examination and thus enter the legal profession.

The 1938 and 1939 bar examinations will require high school graduation, and for 1940 the standards of two years of college completion has been adopted for bar admission in this State.

MISS WETHERINGTON TO SUCCEED MISS MCDOUGALD

Miss Julia Wetherington, Supervisor Public Schools of Anne Arundel County, Maryland, will come to the Department as associate in the Division of Instructional Service on March 1, it is announced by Superintendent Erwin. Miss Wetherington succeeds Miss Juanita McDougald, who resigned last fall to marry Dr. William T. Melchior of Syracuse University.

Miss Wetherington is a native North Carolinian. She took her preparatory and junior college training at Louisburg College, and attended summer schools at Asheville Normal, and Greensboro College. She also took a year's work at the University of North Carolina and George Peabody College, Nashville, Tenn., where she was awarded the B.S. degree in 1926. In addition, Miss Wetherington attended Columbia University in 1937 and 1938 and obtained her Master of Arts degree in Elementary Education and Diploma in Supervision in Elementary Schools.

Miss Wetherington began her school experience in a two-teacher school in Pamlico County. Then she taught in the Grimesland School, Pitt County, the Rocky Mount City Schools, and the Raleigh City Schools for four years from 1921 to 1925. From Raleigh Miss Wetherington went to Ashland, Kentucky, as Elementary Supervisor, where she remained until 1931, when she resigned to take her present position as Elementary Supervisor of the Anne Arundel County schools of the State of Maryland. In addition to this regular school work, she taught several summer schools: in 1922 in the Rockingham County summer school, North Carolina; in 1926 in the Eastern Tennessee State Teachers College at Johnson City; in 1927 in the Western Carolina Teachers College at Cullowhee; and in 1928 and 1929 in the University of Louisville at Louisville, Kentucky.

"With her native background, fine professional training and broad experience", stated Superintendent Erwin, "I feel that Miss Wetherington will make the Department an admirable member and will give the schools of the State a high order of service. She will work under the direction of Dr. J. Henry Highsmith in the effort to improve the instructional service rendered the children of the State."

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COLUMBIA OFFERS MORE SCHOLARSHIPS AND FELLOWSHIPS

Teachers College, Columbia University, offers for the year 1938-39 a limited number of scholarships and teaching fellowships for graduates of normal schools and colleges and for teachers now in service in fields of the handicapped who wish to continue their study programs in a combination of courses given at Teachers College, Columbia University. These scholarships are open to teachers and workers in the following three fields: (1) teachers and administrators in special institutions for the physically, mentally, or socially handicapped - for example, in institutions for the education of the blind, the deaf, the crippled, and the mentally handicapped; (2) nurses, social workers, psychologists, psychiatrists, vocational counselors, placement officers and administrative officers in public or private agencies dealing with the education, rehabilitation, and vocational placement of the handicapped; and (3) teachers and supervisors of special classes for the physically or mentally handicapped in public or private schools for the general school population.

Application forms for scholarships and fellowships may be obtained by writing to Professor Merle E. Frampton, Teachers College, Columbia University, 525 West 120th Street, New York City. Applications must be filed not later than May 1, 1938.

STATE MUSEUM OFFERS SERVICES TO SCHOOLS

In order to render assistance to the many school classes, which each year visit the State Museum in Raleigh, Museum officials and the Department of Public Instruction through the future numbers of the BULLETIN plan to give descriptive information concerning the exhibits grouped in the several Halls of the Museum.

The primary reason for a museum is education, and the maximum benefit should be obtained when visits are made to one. If teachers and principals anticipating a class visit to the State Museum, therefore, will consult this BULLETIN for descriptive material about its contents, they will be better prepared to point out to their students the many interesting objects and some of their history. It is with this object in mind that this material about our Museum is to be presented from time to time. Below is given a brief description concerning its location, hours, origin and work:

Location - Hours

The State Museum is in the annex to the N. C. Department of Agriculture building just North of the Capitol square, entering on Halifax Street. On two floors through this block, the Museum has some 20,000 square feet of exhibit space.

These exhibits are open free to the public from 9 A.M. to 5 P.M. on all week days, including holidays other than Christmas Day.

Origin

The Museum began as a collection of native rocks and minerals about 1823 when the Board of Agriculture employed Denison Olmstead to make a geological survey of North Carolina. Records indicate that this was the first State to employ a State Geologist. It appears that the Board of Agriculture then had functions covering all fisheries, State advertising and immigration, as well as geology and agriculture. Their good intentions brought us german carp, angora goats, and silkworm culture among other items.

In 1851, the Museum as such was given legal status by the Legislature when the Commissioner of Agriculture was authorized and instructed "to keep a museum or collection to illustrate the agricultural and other resources and the natural history of the State."

Work of the State Museum

In these early years, the Museum was made up principally of the collected rocks and minerals plus agricultural products, with historical materials which were later turned over to the State Historical Commission. Late in the past century, creditable natural history exhibits were made for large expositions and the Board provided space for these in the present Museum building. Then the Museum developed an appeal to our public which brought many visitors and further exhibits. H.H. Brimley, who came from England in 1880 in response to the immigration campaign of the Board, took charge of the Museum in 1895. With his knowledge of zoology and taxidermy, the Museum has maintained a consistent growth in exhibits and patronage from the public.

In addition to exhibits, the Museum serves the public in zoology and geology. Thru the laboratory of the latter, hundreds of mineral and rock specimens are identified and evaluated for our citizens. Reference and study collections are maintained for the use of advanced students of our natural history subjects.

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The FULL MOON published by the Albemarle High School calls attention to a recent game between the Albemarle High School and the Barium Springs Orphanage. The comment of the Statesville Daily about the fine sportsmanship displayed in this game is quite creditable to Albemarle.

UNITED DAUGHTERS OF THE CONFEDERACY SPONSOR CONTEST

The North Carolina Division of the United Daughters of the Confederacy has announced an essay contest open to high school pupils. All essays must contain fewer than 2,000 words, and must be in the hands of the Director not later than September 15th.

The following rules and prizes are applicable:

Rules

1. Essay must not contain over 2,000 words, number stated at top corner of page.

2. Essay must be typed and signed with fictitious name; real name, chapter and address of writer placed in sealed envelope and clipped to essay.

3. Essay must be in the hands of Director of C. of C., Mrs. J.F. Hayden, 400 E. Washington St., High Point, N. C., not later than September 15th.

4. To all essays must be attached bibliography to insure authenticity of information.

Prizes

1. Ten dollars. Offered by Mrs. Charles C. Wallace of Morehead City, to the high school pupil who writes the best essay on, "My Favorite North Carolina General in the War Between the States."

2. Ten dollars. Offered by Mrs. J. Laurence Sprunt of Wilmington, in memory of her father, Samuel Simpson Nash, 27th N. C. Infantry, to the high school pupil writing the best essay on, "Our Southern Soldiers in Northern Prisons."

3. A book on Southern History. Offered by Miss Ida Hinshaw of Winston-Salem, for the best essay on "My Favorite Hero in the War Between the States", in loving memory of her father, George W. Hinshaw, who entered the Junior Reserves on his seventeenth birthday and who was later transferred to Co. H. 70th N. C. Regiment where he was commended for bravery.

4. Five dollars. Offered by the Dorsey Pender Chapter of Tarboro in honor of Mrs. John Bridges, for the best essay on "The Right of Secession."

5. Five dollars. Offered by Mrs. Alfred Goldsmith of Mount Airy, in memory of her son, Alfred Goldsmith, for the best essay on "North Carolina's Part in the Building of a Nation."

6. Five dollars. Offered by Mrs. Heywood Taylor of Wilmington, for the best essay written by C. of C. member or high school pupil, on "Fort Fisher."

7. Five dollars. Offered by Anson County Chapter U.D.C. of Wadesboro for the best play or sketch founded on the novel, "Red Rock", by Thos. Nelson Page.

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LIBRARY HANDBOOK IN DEMAND

Our SCHOOL LIBRARY HANDBOOK, Publication No. 197, not only appears to be in demand in this State, but a great many librarians and individuals from other states have made requests for copies. Within recent weeks orders have come in from the following states: California, Colorado, Connecticut, Florida, Illinois, Michigan, Mississippi, Missouri, Montana, Nebraska, Oregon, New Jersey, New York, Ohio, Oklahoma, Pennsylvania, South Carolina, Texas, Virginia, Washington, West Virginia, Wisconsin and Wyoming. Two orders came from Ontario, Canada.

MIMEOGRAPH PAPERS

There are both advantages and disadvantages in issuing a paper by some duplicated process. Some of the advantages are: inexpensiveness, flexibility, student has opportunity to learn mechanical processes involved, coloring may be added, drawings may be reproduced inexpensively, and student follows all processes through to distribution. Some of the disadvantages are: no photographs can be shown, on the whole not as neat, mechanical processes of printed paper are not learned. Despite these disadvantages, however, the issuance of a school paper by some duplicated process is a splendid median of self-expression, and offers the same opportunity as a printed paper for creative writing on the part of the students.

The list given below are names of duplicated papers, copies of which have been received in the office of the State Superintendent of Public Instruction. The BULLETIN does not attempt to give critical service, but for general appearance and make-up those marked with a (*) rate highest in our estimation.

ADNOR, Ronda
B.C.T. SPOTLIGHT, Southport (Col)
BENHAVEN NEWS, Olivia
*BETHEL BOOSTER, Woodsdale
BLOWING ROCK BREEZES, Blowing Rock
BOONE HIGH LIFE, Boone
BROADCASTER, Macon
CALDWELL LIFE, Greensboro
*CENTRAL TIMES, Mooresville
C.H.S. NEWS, Winston-Salem (Col)
COLLETTSVILLE HI-LIGHTS, Collettsville
GREEN HOPE GAZETTE, Apex, R. 1
GREEN WAVE SPOTLIGHT, Williamston
HARRIS HI-LIGHTS, Harris
*HIGH SPOTS, Mt. Airy
HOKE HIGH LIGHTS, Raeford
JAX-FAX, Jacksonville
JUNIOR GAZETTE, Trenton
*JUNIOR MONTHLY, Ayden
KINGS CREEK RIPPLES, Kings Creek
KNO-WIT-AWL, Siler City
LA GAZETTE FRANCAISE, Boone
MERRY HILL TORCHLIGHT, Merry Hill
MOUTHPIECE, Bessemer
*ORNOCAHI, Oriental
OUR CLASSROOM NEWS-RECORD, Spring Hope
OUR INK, Fayetteville
PROCONIAN, Chapel Hill
*RENOCAHI, Reidsville
*SCHOOL LIFE, North Durham
SCHOOL NEWS, Warrenton
*SEABOARD SCHOOL NEWS, Seaboard
SEAGROVE HIGHLITE, Seagrove
TECHNIQUE, Charlotte
THE ANDERSONIAN, Burlington
THE BEACON, Ellerbe
THE CO-HO-PA (Corinth-Holder)Zebulon
THE BEACON, Enfield
*THE CREST, Stanfield
*THE ELK ANTLER, Elkin
THE FLASH, Burlington (Col)
*THE HAWKINS HERALD, Warrenton (Col)
*THE HELENIAN, Timberlake
THE HY-TOWER, Etowah
*THE JUNIOR MOUNTAINEER, Lenoir
*THE LINCOLN HERALD, Rocky Mount (Col)
THE M.H.S. RUMBLER, Middlesex
*THE PILOT, Pilot Mountain
*THE POINTER, Stony Point
THE SANDSPUR, Hamlet
THE SEARCHLIGHT, Winterville
THE SANDSPUR, Maxton
THE SPECTATOR, Landis
THE SPENCER HI LIFE, Spencer
*SPIRIT OF BHS, Belhaven
THE SPOTLIGHT, Linwood
*THE STUDENT ECHO, Lumberton
THE TAR BABY, Morven
THE THUNDERBOLT, Clayton
THE TIGER, Seaboard (Col)
THE TRAIL BLAZER, Union School, Vale
*THE VOICE OF YOUTH, Snow Hill
*THE W.C.T.S. MIRROR, Wise (Col)
*THE WOLF, Lincolnton
TIP TOP TIDINGS, Barnsville
WILKESBORO HIGH LIGHTS, Wilkesboro
YE HIGH SCHOOL CRIER, Robersonville

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APPROPRIATION FOR LIBRARY

C.S. 2702 authorizes the county to appropriate funds for maintaining the library owned by another organization. The authority conferred by this statute is amply sufficient to justify the County Commissioners of _____ County in appropriating money toward the support of municipal libraries at _____ and _____. - Attorney General, July 8, 1937.

NATIONAL DUPLICATED PAPER ASSOCIATION

In order to foster duplicated school papers, to help them attain a higher quality, to encourage amateur journalists, and to bind those who are interested in issuing such material closer together, the National Duplicated Paper Association was formed in 1934 at Central Normal College, Danville, Indiana.

A fee of $1.50 is charged members, for which the following services are rendered: (1) a monthly magazine giving articles on duplicated journalism; (2) critic service; and (3) the right to participate in the annual contest. The fiscal year begins in September and closes in May. Schools issuing papers by the duplicated process, which are interested in this matter, should write to Mrs. Blanche M. Wean, Central Normal College, Danville, Indiana, who is chairman of the national organization, for further information.

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HIGH SCHOOL ACADEMIC CONTESTS

Regulations governing academic high school contests annually held by the University, Chapel Hill, were recently announced by E. R. Rankin, secretary of the contest committee. The following contests are to be given:

(1) Physics - February 11; schools expecting to participate should notify committee by February 7.

(2) Latin - February 18; schools to notify committee by February 14.

(3) French - March 4; entries to be submitted to committee by February 28.

(4) Spanish - March 18; schools to notify committee by March 14.

(5) Mathematics - April 29; entries must be submitted no later than April 25.

These contests are open to all accredited public high schools of the State, and will be conducted under the supervision of the superintendents, principals, or teachers.

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SCHOOL SANITATION RUTHERFORD COUNTY

The Rutherford County Health Department has recently prepared an 8-page mimeograph booklet pertaining to school sanitation in that county. This booklet calls attention to the importance of cleanliness in the schools from the standpoint of preventing communicable diseases. The peculiarities and life cycles of the most prevalent diseases of this kind, typhoid, dysentery, hookworm and tuberculosis, are discussed in some detail.

An appeal is made to the teachers of the county to aid the health authorities in stressing "good sanitation". The county superintendent, Mr. Tarlton, states, "I have read over the above lessons (in the booklet) on school sanitation and give them my hearty approval. It will be to the interest of every teacher and pupil to practice these suggestions as far as possible. Let's all do our best to improve the health of our people."

PRIVATE CORRESPONDENCE OR HOME-STUDY SCHOOLS

In certain localities some private correspondence schools have been employing unethical methods in securing enrollments. Because of this practice the National Home Study Council, Washington, D. C., was organized in 1926 as an inspection and approving agency within this field. This Council maintains a file on every known school, public and private, offering instruction by the home-study method, and will without charge -

1. Advise anyone interested, where reliable study courses may be secured in any given trade, vocation, profession or in any subject in the field of the liberal arts and sciences.

2. Send printed lists of approved schools to superintendents and high school principals.

3. Investigate those schools which are reported to be operating in a questionable manner or making false and unethical representations for the purpose of securing enrollments, and file appropriate complaints with the proper authorities when conditions warrant such action.

Some of the earmarks by which an unethical or questionable home-study school may be recognized are the following:

(a) It claims to have a "special offer" for a "limited number" of students only - usually for one, two or more from each town or county.

(b) It "guarantees", either by contract or innuendo, that a "job" will be given the student upon the completion of a given course of study.

(c) It represents that a "high priced" course is being offered at the "cost of textbooks only" for "advertising" purposes.

(d) It falsely represents that various prospects have been recommended to them by the local high school principal or by other school officials.

(e) It falsely represents that a given industry has requested that school to "select" and train employees for it.

(f) Its salesmen falsely represent that they are "Vocational Counsellors", "Vocational Engineers", etc., who will give free "Vocational Guidance", while these titles are only a part of the "high pressure" selling methods employed.

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CERTIFICATION REGULATION EXTENDED

Three years ago the State Board of Education set September 1, 1938 as the latest date for completing the requirements for a Class A certificate without the necessity of a degree. It now seems wise to defer the effective date of this regulation and, accordingly, the State Board of Education has changed the date from Sept. 1, 1938 to Sept. 1, 1939. Teachers now in service, who are not degree graduates and who do not hold the Class A certificate, will have until Sept. 1, 1939 to complete the requirements for the certificate without the necessity of securing a degree.

AMERICAN LEGION STATEWIDE ESSAY CONTEST

Notification has been sent to Superintendent Erwin by Mr. H. C. Blackwell, Department Commander of The American Legion, that an Essay Contest will be conducted in the high schools of the State this year. The subject, eligibility, prizes and rules of the contest are as follows:

Subject: "The Advantages of American Citizenship"

Eligibility: All high school students are eligible.

Prizes: $25.00, $15.00 and $10.00 for first, second and third best essays submitted in the Statewide contest. Post and district prizes will be offered wherever possible.

Rules: (1) All essays shall be limited to one thousand words.

(2) Each essay shall be submitted by the pupil (typewritten and not signed), who will attach to the essay a slip of paper on which will be the pupil's name, school and address. Essays in each county and each city high school shall be submitted prior to April 5, 1938, to the county superintendent of schools, who shall submit same to a board of judges to be appointed by him.

(3) The county superintendent of schools shall forward the winning essay in his county prior to April 10 direct to Clyde A. Erwin, State Superintendent of Public Instruction, Raleigh, N. C., who will submit such essays to a final board of judges to be selected by him and Mr. Blackwell. This board will announce the prize winners prior to April 30, 1938. The decision of the board of judges shall be final.

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"STORIES OF INDUSTRY" RADIO PROGRAM CONTINUED

Announcement was recently made that the "Stories of Industry" radio program, sponsored by the U. S. Department of Commerce in cooperation with the Office of Education, had been extended for thirteen weeks. These programs, which relate to the vast human drama found in the background of American industries, have proved to be of special usefulness as a supplementary aid in social science, geography and related subjects. They may be heard over the network of the Columbia Broadcasting System every Saturday afternoon from 5:00 to 5:30 EST.

As heretofore, the narrative concerning the industry discussed is followed by a 6-minute talk by some outstanding business leader on some social or economic topic of vital timely interest. The music for the program is supplied by the Columbia Symphony Orchestra.

The following is the list of industries already covered and to be covered and their dates under the 1938 schedule:

January 8 - Shoe Manufacturing
January 15 - The Canning Industry
January 22 - Coffee and Tea
January 29 - Printing
February 5 - The Gas Industry
February 12- American Home Building
February 19- Grain Milling Industry
February 26 - Perfumes and Cosmetics
March 5 - Scientific Instrument Industry
March 12 - New Industrial Products
March 19 - Electric Power
March 26 - Sailing Yachts and Motorboats
April 2 - Progress of Aviation

COMMENCEMENT PACKETS FOR 1938

Each year the National Education Association prepares packets of materials helpful in the preparation of commencement programs. The 1938 packets, which are now available at 50 cents each, consist of two types of material: (1) Reports of the 1937 commencement programs of secondary schools throughout the country, and (2) materials prepared especially to help schools develop programs around the suggested theme for 1938. The general core around which the material is prepared is the Report of the National Education Association's Committee on Social-Economic Goals, which are: (1) hereditary strength, (2) physical security, (3) participation in an evolving culture; skills and knowledges, (4) participating in an evolving culture: values and outlooks, (5) an active, flexible personality, (6) suitable occupation, (7) economic security, (8) mental security, (9) freedom, and (10) fair play.

"Around one or more of these goals", according to Lyle W. Ashby, Asst. Director, Division of Publications of the N.E.A., "and the part schools can and do play in helping the American people to achieve them, excellent commencement programs can be developed."

These packets at fifty cents (50¢) each may be obtained from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

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STATE P.T.A. CONVENTION APRIL 20-22

The annual convention of the North Carolina Congress of Parents and Teachers will be held in Winston-Salem on April 20-22, this year. The convention theme will be "The Child in the Community". Headquarters will be at the Robert E. Lee Hotel.

Slated for consideration at this meeting are the changes in the State by-laws to place the association in line with the national association in regard to the three-year tenure of office adopted at the Richmond convention recently. Another matter to be considered is the question of establishing a State office headquarters with a full time secretary.

The discussions centered around the main theme of the convention will consider such topics as: present-day education, parents' responsibility, health, character-building agencies, cultural opportunities, and leisure time.

Mrs. Melvill Prongay, Winston-Salem, will be the official convention hostess; Mrs. N. L. Walker, Raleigh , is general convention chairman; and Mrs. V. N. Darden, Hertford, will be in charge of exhibits.

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MEREDITH SENIORS PAY VISIT TO DEPARTMENT

The seniors of the Department of Education of Meredith College, accompanied by Professor B. Y. Tyner, made their annual visit to the office of the State Superintendent of Public Instruction last month. This custom was started last year, when Professor Tyner brought the seniors of the 1937 class to the Department of Public Instruction offices.

We are glad that Professor Tyner has established this custom, and we hope these young future teachers of the schools got some idea of the work of the State office. We enjoyed having them with us for the few minutes that they stayed, and we hope that teachers of the public schools will bring their classes in whenever they come to Raleigh.

NEGRO HIGH SCHOOL PRINCIPALS' CONFERENCES

Conferences of Negro high school principals are now being held at convenient places throughout the State, it is recently announced by the Division of Negro Education of the State Department of Public Instruction. Governor Hoey has written a letter urging attendance at these conferences.

Discussions at these conferences will center around such topics as: The school day, the curriculum, equipment and supplies, extra-curricula activities, community relations, school finances, improving instruction, reports and records, senior examination and senior list, school master's club, key schools, guidance program, and certain other problems confronting the principal. Members of the State Department have been invited to lead the discussions.

The schedule of conferences follows:

Shelby -	Jan. 18	Weldon -	Jan. 27	Fayetteville -	Feb. 8
Asheville -	Jan. 19	Elizabeth City -	Jan. 28	Rockingham -	Feb. 9
Hickory -	Jan. 20	Goldsboro -	Feb. 1	Salisbury -	Feb. 15
Winston-Salem -	Jan. 21	Washington -	Feb. 2	Charlotte -	Feb. 16
Raleigh -	Jan. 25	New Bern -	Feb. 3	Greensboro -	Feb. 17
Rocky Mount -	Jan. 26	Wilmington -	Feb. 4		

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TENURE ADVANCES

Since January 1, 1937, ten states have passed new tenure laws of varying importance. Some of these are wholly new statutes and others are revisions of existing school codes. Five of them include supervisory and administrative staffs. Of the ten laws, three may be classified as continuing-contract statutes and seven as the usual type of tenure law. The new Michigan law contains the provision that "this act shall apply to such school districts of the state in which the qualified electors thereof, by a majority vote of the electors voting thereon, shall adopt the provisions of this act." Many other interesting developments in tenure legislation are brought out in the bulletin, "Teacher Tenure Legislation in 1937 to Date," recently prepared by the Research Division as part of the work of the Committee on Tenure of which Superintendent Donald DuShane is chairman. - News from the Headquarters Office of the N.E.A.

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JANUARY SCHOOL FACTS

The January number of STATE SCHOOL FACTS, official publication of the State Department of Public Instruction, was concerned with the administration of the public schools. It presented the constitutional and legislative authority for the administrative set up which now obtains, and described the powers and duties of the several administrative boards which now have charge of running the public schools.

This number also presented a table of statistics showing the progress of public education from 1915-16 to 1935-36. Persons desiring a copy of this particular edition of SCHOOL FACTS may obtain same upon request to L.H.Jobe, State Department of Public Instruction, Raleigh, N. C.

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GREENVILLE HIGH HAS MUSEUM CLUB

According to GREEN LIGHTS, the excellent student publication of the Greenville High School, the biology students have recently organized a Museum Club. "The purpose of the club is to foster an interest in the plant and animal life of the community. Plans have been made to keep a permanent collection of plants and animals."

STATE COUNCIL ADULT EDUCATION APPOINTED

A State-wide Council of Adult Education has been appointed by Governor Hoey. Thirty-five were selected for the white race, and thirteen for the colored, all of whom accepted appointment. The following white people were appointed on the Council:

Clyde A. Erwin, Supt. of Public Instruction, Raleigh; Mrs. H. G. Etheridge, State President, N. C. Federation of Women's Clubs, Asheville; Dr. B.B. Dougherty, President Appalachian State Teachers' College, Boone; J. A. Capps, Director Prison Education, Raleigh; Jonathan Daniels, Editor, News and Observer, Raleigh; Mrs. May E. Campbell, Director Woman's Division, WPA, Raleigh; Mrs. W. T. Bost, State Commissioner of Public Welfare, Raleigh; Mrs. Elizabeth C. Morriss, Director of WPA and State-Aid Adult Education Program, Raleigh; Hugh Horton, chairman, legislative education committee, Williamston; Dean W. C. Jackson, Woman's College, Greensboro.

Dr. Frank P. Graham, President, U.N.C., Chapel Hill; Senator L.L. Gravely, Adult Education Committee, Rocky Mount; R. M. Grumman, Director Extension Division, Chapel Hill; Dr. H. T. Hunter, President, Western Carolina Teachers' College, Cullowhee; Mrs. E. L. McKee, Sylva; Dr. T. E. Browne, Director Vocational Education, Raleigh; Frank L. Dunlap, Chairman, State Highway and Public Works Commission, Raleigh; Prof. E. W. Boshart, State College, Raleigh; Miss Marjorie Beal, Director State Library Commission, Raleigh; Mrs. S. Westray Battle, Asheville; Rev. John Barclay, Wilson; Mayne R. Albright, Director N. C. Employment Service, Raleigh; Luther Hodges, Spray; Walter Murphy, Salisbury; Prof. Roben J. Maaske, U.N.C., Chapel Hill.

Dr. Clarence Poe, Editor Progressive Farmer, Raleigh; R. E. Price, Editor Rutherford County News, Rutherfordton; D. Hiden Ramsey, Asheville Citizen-Times, Asheville; Dr. Carl V. Reynolds, Raleigh; Mrs. J. B. Sidbury, President N. C. Congress of Parents and Teachers, Wilmington; Supt. B. L. Smith, Greensboro; Mrs. William W. Smith, President Junior League, Raleigh; Mrs. W. T. Wanzer, State President A.A.U.W., Charlotte; Miss Elizabeth Conrad, State President Business and Professional Women's Clubs, Charlotte; and Miss Nancy Cox, President State Federation of Junior Women's Clubs, Raleigh.

The following were appointed to represent the Negro race on the Council: Dr. F. L. Adkins, President Winston-Salem Teachers College; Dr. J. H. Bias, President Elizabeth City State Normal; L. G. Blackus, Raleigh; Dean L. S. Cozart, Barber-Scotia College, Concord; Dr. Robert P. Daniel, President Shaw University, Raleigh; Dr. David D. Jones, President Bennett College, Greensboro; Mrs. D. F. Lowe, A. & T. College, Greensboro; Dr. James E. Shepard, N. C. College, Durham; Mrs. Lelia B. Michael, Asheville; C. C. Spaulding, Durham; H. L. Trigg, Raleigh; Rev. M. W. Williams, Cor. Secretary Negro Baptist State Convention, Raleigh; Mrs. L. B. Yancey, State President P.T.A., Henderson, and S. D. McRae, Edenton.

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INTEGRATED ART

The Division of Instructional Service recently sent to each county and city superintendent an outline in integrated art which was prepared by Miss Helen VanEvra, representative of the Talens School Products, Inc., 76 Ninth Avenue, New York City. It was suggested that the outline be copied and distributed to teachers of Art or to grade teachers, if superintendents consider it desirable.

A few additional copies of the outline are on hand and will be sent on request as long as the supply lasts but requests for catalogs of art materials or booklets on "Art Appreciation Textbooks" should be addressed to the Talens School Products, Inc., 76 Ninth Avenue, New York City.

VOCATIONAL EDUCATION

WORTHY TO BE COPIED

Down in the Wingate (N.C.) District a "Better Farmer" or "A-1 Farmer" program has been set up, under which farmers who have done outstanding work in their farming operations receive grades ranging, according to their achievements, from C-2 to A-1. Very definite standards must be met by farmers who qualify for honors under this program. The story of one farmer, who recently qualified under this program, as told by him at a conference of supervisors of vocational agriculture in North Carolina, held at Greensboro, is of interest. Farmer Chaney told how the group of farmers of which he is a member had organized under the rural electrification program and brought electricity to the farms of the community. He told how he had virtually reorganized his entire farm program since 1934 as a result of instruction in an evening class under vocational agriculture instructor Worley of Wingate. He told the supervisors some other things also - how he has developed a dairy herd and a complete program of cash crops; how he worked out a farm plan providing for rotations, good seed, improved fertilization practices, terracing, a live-at-home program, farmstead improvement, and record keeping. Mr. Chaney reported that since he started on the A-1 Farmer program he had built up his dairy herd from 11 scrub animals to 16 high grade cows with a grade A rating, that he has built up his poultry flock from 70 scrub birds to 140 birds of a good strain; that he has built up his apiary from 2 to 11 hives; that he has an orchard of fruits and pecans where none existed previous to 1934; that he has increased his yield of cotton from 452 to 573 pounds per acre through the use of improved seed and improved fertilizing practices; and that his corn yields have jumped from 21 to 37 bushels per acre. A second farmer, a Mr. Allen, from Marshville, reported that since he had entered upon the Better Farmer program, he has increased his poultry flock from 150 to 400 laying hens and that his egg production is now 222 eggs per bird per year. Of the A-1 Farmer plan set up by Instructor Worley in connection with evening classes at Wingate, a vocational education authority says: "I think this plan, which serves as a very unique basis for organized evenign school work in vocational agriculture, should be commended to other regions. - C.M. Arthur in SCHOOL LIFE for September.

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AGRICULTURE SERIES

Prices for film strips issued by the United States Department of Agriculture range from 50 cents to $1.10, depending upon the number of illustrations in the series. The majority of the 300 series now available will sell for 50 or 65 cents. each.

Film strips may be purchased on such subjects as farm crops, dairying, farm animals, farm forestry, plant and animal diseases and pests, roads, farm economics, farm engineering, soil conservation, home economics, and adult junior extension work. Lecture notes are provided with each strip.

Write to the Division of Cooperative Extension, United States Department of Agriculture, Washington, D. C., for a list of available film strips and instructions on how to purchase them. - SCHOOL LIFE for October.

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The LOUD SPEAKER of the Elizabeth City High School contains an interesting statement about Captain Bill Tate, who was one of the first men contacted by the Wright Brothers in their preparation for their first flight. Also well done are the interviews with the members of the faculty.

VOCATIONAL AGRICULTURE GROWS

Seventy-one new departments of vocational agriculture were added in July 1937, making a total of 371 rural high schools in North Carolina this year in which departments of vocational agriculture are in operation. More than 23,000 persons are enrolled in these 371 departments of vocational agriculture, located in 81 counties of the State. Through these departments farm boys are getting definite training for the business of farming and for a more intelligent rural citizenship; groups of adult farmers, through organized instruction, are learning improved methods applicable to their farm practices; and courses of agriculture are being offered for farm boys who have dropped out of school. Through the efforts of the teachers of vocational agriculture, these communities are becoming more desirable places in which to live and work, and farm life is being lifted to a higher and more satisfying level.

Some of the activities of the first six months of the 1937-38 school year are: (1) 15,000 farm boys of high school age are learning the business of farming. (2) Each boy puts into practice on his home farm the principles taught in the classroom by doing practical work such as the growing of a crop, managing the farm and caring for the animals. (3) Each boy keeps an accurate record of his home work or project so that he can tell at the end of the year whether he has made or lost money. (4) Over 8,000 adult farmers are now attending short courses or evening classes to get information that will enable them to improve their methods of farming. (5) The students of vocational agriculture are members of their own organization called Young Tar Heel Farmers. (6) Teachers of agriculture and their students put on educational displays at 156 fairs, including a 14-booth display at the State Fair. (7) Students took part in livestock judging contests at a number of fairs. These contests are designed to give the student training in knowing and selecting good animals. (8) Over 300 students took part in a seed judging contest in connection with the N. C. Crop Improvement Association meeting. (9) The students of agriculture operated a summer camp, which they own, at White Lake, Bladen County. Over 2,000 students from 180 schools attended the camp the past summer. (10) Teachers cooperated in the Soil Conservation, Agricultural Adjustment, Farm Security, Rural Electrification, Farmers Cooperative Exchange, and North Carolina Cotton Growers' Association programs. (11) Each of the 371 departments has a properly equipped classroom and shop.

HIGHWAY SAFETY VS EDUCATION

Highway Safety is being emphasized in adult education classes throughout the State. As a first step in this program, members of the WPA education staff have started making a survey of those who have drivers' licenses and cannot read or write. So far they have checked 93,600 licenses.

Out of this number, 2,650 could not sign their names when they received their licenses. In other words, about three per cent of the people who drive automobiles in North Carolina today cannot read the highway signs!

Teachers are putting forth every effort to enroll these drivers in adult education classes.

Feb. 6-12 - Boy Scouts Anniversary Week
Feb. 12-22 - Better American Speech Week
Feb. 20-26 - National Defense Week
Feb. 26- Mar. 3 - American Association of School Administrators, Atlantic City



The North Carolina League for Crippled Children is grateful for the warm-hearted cooperation received in the 1937 Easter Seal Sale from school superintendents, principals, teachers and pupils. The sale this year will start on April 1st and will continue until April 17th. Money raised through the sale of Easter Seals will be used to aid crippled children. Volumes could be written telling of the good accomplished with money raised by the sale of these tiny messengers of good will to crippledom. George, Hazel and Johnnie were able to secure expert surgical care by having transportation furnished from seal money; braces for Charlie, Robert and Grace made possible their ultimate hope of rehabilitation; a raised shoe enabled Helen to discard her crutches. Such services are preliminary to a plan of rehabilitation for these and hundreds of other crippled children in North Carolina.

Almost six thousand dollars was raised through the sale of seals last year. No high pressure sale is contemplated but there is work for all interested persons to do. North Carolina's crippled children solicit the continued cooperation of school superintendents, principals, teachers and pupils. All Civic Clubs, Women's Clubs, Church Groups, P.T.A. Organizations and interested individuals are invited to investigate this method of bringing additional sunshine into the lives of our crippled boys and girls by furnishing medical and surgical care in addition to transportation, artificial appliances and other services that may be needed.

This year the League is offering a $25.00 prize to the school child creating the best poster for the Easter Seal Sale. Ask your County Chairman for information. There is a local director for the work of the North Carolina League for Crippled Children in most of the one hundred counties. If you are not acquainted with yours, write direct to the Executive Secretary of the North Carolina League for Crippled Children, Box 1397, Raleigh, North Carolina, for details.

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INSTITUTES ON DRAMATIC ART

During the latter part of January and the first weeks of February, the State Department of Public Instruction through its Division of Instructional Service has cooperated with the Carolina Dramatic Association in holding Institutes on Dramatic Art at four selected centers of the State. These meetings were held at the following places:

Rock Mount - January 21
Durham - January 28
Charlotte - February 4
Asheville - February 11

The programs for these Institutes were prepared by Mrs. Ruth V. Everett, President of the Carolina Dramatic Association, Seaboard, N. C., and Mr. John W. Parker, State Representative, Bureau of Community Drama, Chapel Hill, N. C. High school principals, English teachers and teachers of Dramatics were in attendance at these meetings, and took part in the programs presented.

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The SEARCHLIGHT is a mimeograph paper published by the Senior Class in the Winterville High School. The December issue calls attention to the fine showing made for the Red Cross Roll Call which was sponsored by the principal, teachers and pupils of the Winterville School.

SOME BOOKS ABOUT NORTH CAROLINA

Allen. North Carolina History Stories. Johnson. $1.00.
Simply written stories of historical incidents. Can be used from fifth grade up.

Arnett and Jackson. Story of North Carolina. U.N.C. Press. $1.00.
A very readable text easily read by pupils in seventh grade and up. Can be used with younger children. Especial attention is called to the List of Suggested Readings beginning on page 485.

Ashe. History of North Carolina. Edwards & Broughton, Raleigh. $3.00.
An adult history of the State useful for teachers and for high school pupils.

Connor. Makers of North Carolina History. Alfred Williams Co., Raleigh. $ .80.
Biographies of our patriots and distinguished persons useful with both elementary and high school pupils.

Hill. Young People's History of North Carolina. Alfred Williams Co., Raleigh. $ .70.
The adopted textbook for N. C. elementary schools. Has good material though out-of-date in presentation.

Hill. History of North Carolina in the War Between the States. Two volumes. Edwards and Broughton, Raleigh. $3.00.
A history of North Carolina's participation in this war on the adult level.

Hobbs. North Carolina - Economic and Social. U.N.C. Press. $1.25.
An adult book which can be used with high school students on economics and social aspects of our State.

Lefler. North Carolina History Told by Contemporaries. U.N.C. Press. $3.00
A source book of North Carolina which teachers and high school pupils will find useful.

McCorkle. Old Time Stories of the Old North State. D.C.Heath. $ .80
Easy to read historical stories useful from the fifth grade up.

Mullen. Facts to Know - North Carolina. Mullen Feature Syndicate, Lincolnton, N. C. $1.00.
Questions and answers on many North Carolina topics. Poorly bound, but useful in both elementary and high schools.

Green. The Lost Colony. U. N. C. Press. $2.00.
A pageant of Roanoke Island.

North Carolina Yearbook. News and Observer, Raleigh. $1.00
A brief handbook largely composed of statistical material.

Rowe. Discovering North Carolina. U.N.C. Press. $ .80.
Attention is given to the geographic, economic, social, and cultural aspects of the State rather than to its chronological history. Each chapter lists helpful references. For elementary and high schools.

Knight. Our State Government. Scott. $1.00.
A textbook of North Carolina government and how it is conducted.

MY TRUST

I am a teacher -
And trusting, childish eyes
Look unto me confidingly,
Their little hands in mine,
To follow me, to anywhere.
Be my way or high or low or middle
ground
They follow.
Oh, let me feel
What mighty trust is mine!

I am a teacher -
And ardent, restless, longing youth
Look unto me expectantly,
Fulfillment of their dreams to aid.
As I lead they follow.
Oh, let me take the upper road
Leading to the heights
And they must follow.
A mighty trust is mine!

One there was
Known thruout the ages
And over all the world -
The Great Teacher,
Who leads forever to the Light.
His name I bear.
Oh, wondrous thought
That challenges my highest, best.
I am a teacher.

- Carolina S. Woodruff,
President National Education Association
N.E.A. Journal, January, 1938.

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RALEIGH, N. C.



'38

NORTH CAROLINA
STATE LIBRARY

VOLUME 2 NUMBER 7

March, 1938

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

March 10, 1938

To Superintendents and Principals:

In Re: Pictures for Biennial Report, 1936-38

It is my plan to illustrate by pictures the next Superintendent's Report to the Governor and the General Assembly. I should like to include in this Report a number of pictures sufficient to depict the entire school situation as it is this year. For this purpose I shall need a large variety of photographs from which the final selection is to be made. I have reference both to outside and inside views, and especially pictures showing the children actually at work. Then, too, I should like to include a few pictures showing the administrative aspects of the school situation - maybe the county board in session or some other administrative or school operation procedure.

I am wondering, therefore, if any of you have any good clear photographs (suitable for cuts) showing some school activity, either administrative or instructional, which you will send me for this purpose between now and June 1, 1938. On the reverse side or an attached sheet of paper, please give full description of the picture including the date it was made.

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

Volume II March, 1938 Number 7

Issued monthly by the State Superintendent of Public Instruction, Raleigh, N. C.

Quotation: "In the last analysis, any system of public education must rest upon the people's will to educate and be educated." - A. T. Allen, late State Superintendent of Public Instruction for North Carolina.

EDITORIAL COMMENT

THE TWELFTH GRADE

During recent weeks the question of adding a twelfth grade as a definite part of the public school system has been frequently discussed. This provision has been approved by the State Grange as one of its major objectives. Then, too, the Governor has expressed the opinion in several recent public addresses that this is the next logical step in educational advancement in North Carolina.

In this connection, the Hickory RECORD says, "The Record, as all readers of these columns are aware, has for years urged the necessity of adding a grade to the public schools as well as establish a nine-months minimum term in every community where the taxpayers are able to supplement the State funds."

The High Point ENTERPRISE, in an editorial entitled, "An Important Oversight in School Matters" finds "no particular fault with the Governor's advocacy of the twelfth grade in our public school system", but according to that paper "there is another weakness (referring to the enforcement of the compulsory attendance law) in the North Carolina school system which should have the attention of the Governor as well as the school authorities."

The BULLETIN does not disagree with this contention of the ENTERPRISE, but it does wish to point out that both of these propositions - the twelfth grade addition and the enforcement of the compulsory attendance law - were advocated by the State Superintendent of Public Instruction in his Report to the Governor and Members of the General Assembly of 1937. We quote from that Report as follows: "It seems to me that a definite appropriation should be made for the purpose of seeing that every child within the compulsory attendance age limits shall take advantage of the educational opportunities made available to him. Unless this is done the State may pay later a far larger per capita expenditure in providing for this child in the penal and correctional institutions of the State." It appears, therefore, that the State Superintendent and the ENTERPRISE are in agreement when it says, "It is not enough to furnish educational opportunity. The State owes (it) to itself, if not to the young people neglecting the opportunity, to compel use of it."

On the question of the "Twelfth Grade", the State Superintendent said, "With the addition of a twelfth grade already made in several of our high schools, I believe the State should take this logical step by providing for the financial support of the additional grade in those schools desiring it." And the Governor, in his "Inaugural Address" stated, "I believe we should begin the policy of inaugurating twelve grades instead of eleven, which will serve the double purpose of increasing the opportunities of all the children and giving them more thorough preparation."

COMPULSORY ATTENDANCE

The Winston-Salem JOURNAL, in a recent editorial, "Plugging the Gap", advocates an extension of the compulsory attendance age limit. Compulsory ages are now seven to fourteen, inclusive. Pointing out that there is also a law prohibiting the employment of children between the ages of 14 and 16 engaging in industrial employment and that boys and girls in too many cases leave school when they reach the age of 14 or 15, that publication says, "In order to wipe out present juvenile delinquency in this group of 'twilight zone' boys and girls, the state, in our opinion, should raise the compulsory school attendance limits to 16 years."

The BULLETIN agrees with this contention of the JOURNAL, but it must also revert to the opinion expressed by the High Point ENTERPRISE, that there shall be for those cases demanding it an enforcement of the provisions of such a law. In short, this BULLETIN believes (1) that the opportunity (twelfth grade) should be provided; (2) that the compulsory attendance ages should be extended to 16 years in order to correspond with the labor laws; and (3) that some provision should be made for the enforcement of this law in such cases where enforcement is needed.

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SEVENTH GRADERS LOW IN SPELLING AND VOCABULARY

NORTH CAROLINA EDUCATION for February presents an article by Durant and Lennon, World Book Co., Yonkers, N.Y., which gives the results of the testing program conducted in the spring of 1937. We recommend the reading of this article by every teacher; but for the benefit of those who have not read it, we are quoting item 2 of the "summary of findings", which to us seems to be the most important part of the study:

> "2. The only subjects in which the group falls below the seventh-grade norm are SPELLING (capitals ours) and VOCABULARY. It is clearly evident not only from the 1937 results, but from those of previous years as well that these subjects are the outstanding weaknesses of the North Carolina curriculum. English usage, arithmetic problems and arithmetic fundamentals are the subjects in which the group as a whole does its best work."

In all fairness, it should also be stated that the 1937 findings showed improvement, except in spelling, over the results of the 1936 test. Since there was no improvement in spelling, however, it would seem that more attention should be given this subject by all elementary teachers, not including of course first grade teachers who do not teach spelling. If all these teachers should attack this problem, for it is a very serious weakness of our public schools, we believe that within a few years the situation would be materially improved and that our boys and girls would not only be able to spell correctly but that at least upon graduation from high school they can express themselves properly, adequately and in the "king's English".

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OHIO PUBLIC SCHOOL BULLETIN

We wish to acknowledge the receipt of Volume I, No. 1 of the OHIO PUBLIC SCHOOL BULLETIN, and to congratulate Mr. Dietrich, Director of Education for that State, on his venture into this method of getting information before the school people of his State. Speaking from experience, we believe that he will find the undertaking very successful. Our BULLETIN was popular from its very beginning, and seems to be growing in that respect. We extend to the OHIO BULLETIN our best wishes for a successful and useful life.

NOTES AND ANNOUNCEMENTS

NEW STAFF MEMBER ADDED

Mr. Chas. E. Spencer of High Point has been added to the staff of the Division of Instructional Service in the Department of Public Instruction, it was recently announced by State Superintendent Clyde A. Erwin. Mr. Spencer will be in charge of health and physical education. He is expected to begin work sometime early in March.

"It is our plan" Supt. Erwin Stated, "that this new person will devote his time to the development of a real program of health and physical education in the public schools of the State from grades one through eleven. There is a great need for such a program and I feel that we have a splendid opportunity to do a good job.

"It is not our intention that Mr. Spencer shall be an agent for policing interscholastic athletics, or that he shall act as an arbiter in athletic disputes. These are not functions of this Department. Such problems, in my opinion, should be settled through conferences organized by the participating schools in some such way as colleges handle similar matters."

Mr. Spencer is a North Carolina product, having graduated from the University of North Carolina in 1924 with the A.B. degree. He obtained his M.A. in Physical Education at Columbia in 1929, and took a summer course in this subject at the University of California.

Upon leaving the University, Mr. Spencer was teacher and coach at the Reidsville High School for three years. Later he went to the High Point High School where he was Director of Physical Education for seven years. Last year he resigned his position with the school system to become Physical Director of the High Point Y.M.C.A. For the past several months Mr. Spencer has been special agent for the Provident Mutual Life Insurance Company in High Point.

Mr. Spencer has always taken an interest in sports and clubs of various sorts. During his undergraduate days at Chapel Hill, he was president of the Phi Society, a member of the debate council and winner of the Bingham medal, a member of the Cosmopolitan Club, a member of the Y.M.C.A. Cabinet, an assistant in the gymnasium and captain of the gym team for two years, winning his letter in gymnasium work. At High Point he organized the Physical Education Department and coached all athletics. While director of physical education in the High Point "Y", he continued to coach the track team at the high school. At the "Y", he organized baseball leagues and basketball teams throughout the city. He was also secretary of the High Point Kiwanis Club.

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BEGINNERS DAY PROGRAM

The Beginners' Day Program is a State-wide project planned for the purpose of securing information concerning the child at school entrance. This information is helpful to the teacher and the parents in determining the child's needs and in their efforts to get the child physically ready for school. Normal progress for the child through the first year's work is assured to a greater extent when the teacher and parents have a better understanding of the child's present equipment and needs.

In cooperation with the Parent-Teacher Association a one-day program is planned and held during the spring term in centrally located schools while they are in session. Parents bring the child to the school for enrollment, for examinations and for introduction into first grade work.

HEALTH INSTITUTES

During the months of March and April the State Department of Public Instruction in cooperation with the State Board of Health will hold Health Institutes for the teachers, principals and superintendents of the State. These Health Institutes are designated to promote Better Health for Better Learning and Living. The schedule is as follows:

March 10 - Thursday - Sanford
" 11 - Friday - Albemarle
" 12 - Saturday - Monroe

March 14 - Monday - Asheboro
" 15 - Tuesday - Rockingham
" 16 - Wednesday - Lumberton

March 21 - Monday - Yadkinville
" 22 - Tuesday - Wilkesboro
" 23 - Wednesday - Boone (A.S.T.C.)
" 24 - Thursday - Asheville
" 25 - Friday - Cullowhee (W.C.T.C.)
" 26 - Saturday - Andrews

March 28 - Monday - Hendersonville
" 29 - Tuesday - Shelby
" 30 - Wednesday - Gastonia
A" 31 - Thursday - Statesville
April 1 - Friday - Salisbury
" 2 - Saturday - Burlington

April 5 - Tuesday - Fayetteville
" 6 - Wednesday - Whiteville
" 7 - Thursday - Burgaw
" 8 - Friday - Kinston
" 9 - Saturday - Goldsboro

April 11 - Monday - Henderson
" 12 - Tuesday - Roxboro
" 13 - Wednesday - Wilson
" 14 - Thursday - Smithfield

April 19 - Tuesday - Rocky Mount
" 20 - Wednesday - Weldon
" 21 - Thursday - Windsor
" 22 - Friday - Elizabeth City
" 23 - Saturday - Greenville

April 25 - Monday - Kenansville
" 26 - Tuesday - Jacksonville
" 27 - Wednesday - Beaufort
" 28 - Thursday - New Bern
" 29 - Friday - Raleigh

Daily Schedule

3:00 - 3:30 - State Dept. Rep.
3:30 - 4:30 - Physician
4:30 - 5:15 - Nurse
5:15 - 6:00 - Dietitian

Saturday Schedule

9:30 - 10:00 - State Dept. Rep.
10:00 - 11:00 - Physician
11:00 - 11:45 - Nurse
11:45 - 12:30 - Dietitian

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PARENT-TEACHER RADIO FORUM

"Youth in a Modern Community" is the title of the series of radio programs sponsored by the National Congress of Parents and Teachers. The series, which began last October, is being broadcast over the NBC chain every Wednesday afternoon from 4:30 to 5:00 P.M. EST. The schedule for the remainder of this school year follows:

March 2 - What About the Movies? Dr. Edgar Dale
March 9 - Art. Miss Elizabeth Robertson
Music. Miss Grace Van Dyke Moore
March 16 - A Servant in the House. B. H. Darrow
March 23 - What Makes it Bounce? J. W. Faust
March 30 - Summer Round-Up of the Children. Dr. Lillian R. Smith
April 6 - Leadership. Mrs. B.F. Langworthy and Mr. M.D.Wilkinson
April 13 - Mileposts. Mrs. J. K. Pettengill

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"WHEN you're walking on a highway the LEFT side is the RIGHT side and the RIGHT side is SUICIDE" says the Iowa Safety Council.

ARBOR DAY

This year Arbor Day falls on March 18. The State law provides that:

"Friday following the fifteenth day of March of each year shall be known as Arbor Day to be appropriately observed by the public schools of the State. The Superintendent of Public Instruction shall issue each year a program for its observance by the school children of the State in order that they may be taught to appreciate the true value of trees and forests to their State."

In submitting the Arbor Day Manual for North Carolina twenty years ago, Dr. J. Y. Joyner, the Superintendent of Public Instruction, addressed school superintendents, principals and teachers in part as follows:

"Recognizing the value of our forest resources and the necessity of preserving, protecting, and restoring them for the highest usefulness and beauty, the General Assembly of the State has appointed one day in the school year to be known and observed as Arbor Day. Birds are inseparably associated with the trees and the forests, and also constitute a valuable economic and aesthetic resource of this State. Our children need to be taught to know them, love them, and appreciate their value. A part of the Arbor Day program, therefore, will be properly devoted to birds.

"The object of Arbor Day is not primarily the planting of trees and shrubs and the improvement of the school grounds, although this phase of the observance should always have an important place. This and the other exercises are only means to an end, the purpose being to put the hearts and minds of the children in closer touch with Nature, so that they will become more and more interested in learning her ways and come to live in harmony with her laws."

Dr. Joyner's reference to birds is as timely today as it was when made. Birds are the chief protectors of forest trees from insect enemies. One can spray orchard trees and to a limited extent some of the valuable shade trees, but to spray large trees is impracticable. Therefore to control insect pests one must encourage and protect insect-eating birds.

The preparation of a bird program could well lead to the organization of a Junior Audubon Club in the school. Information and material concerning this activity can be secured by writing to the National Association of Audubon Societies, 1775 Broadway, New York, N.Y. The chief executive of that society is Mr. Gilbert Pearson, who lived for many years in North Carolina. Such a club in the school might well lead to the organization in the town or county of of a local bird club such as are being formed in many of the communities of North Carolina. Such bird clubs might well become associated with the State Bird Club with headquarters in Raleigh. Rev. John H. Grey, Jr., is editor of "The Chat", a small periodical issued by the State Bird Club made up of such local clubs or groups. Information may be secured by addressing "The Chat", 1719 Park Drive, Raleigh, N. C.

A Suggested Program for Arbor Day

In addition to, or in place of, the usual program of an invited speaker, recitations, readings and songs, it is suggested that the program center around a particular and important forest tree of the locality or around a particular type of forest growth common to the region. Children should be assigned certain features of trees or forest study. Following a suggestion made some years ago by the American Forestry Association, the first child might describe the tree in her own way having a branch of the tree with leaves, flowers, fruit, bark, etc. If the twigs are leafless the dry leaves which had previously

fallen would answer every purpose. The second child might well say something about the place where the tree grows naturally and the usual tree and flower neighbors which are found with it. A third child might explain the uses of the tree and its value in the development of the country and to the landowners who grow it. The fourth child might deal with the enemies of the tree such as fire and disease. A fifth child could well take up the subject of insect enemies and deal with bird protection, since birds are the chief hope of controlling forest insects.

The program might well conclude with the planting of a tree of the same species that had been discussed, either on the school grounds or along the street or highway. Or a group might plant a small plantation using pine seedlings and planting on an eroded hillside six feet apart each way. A class or group might well be taken on a hike to study tree identification or the injury done to trees by fire. A small group of older children might be taken to inspect the city watershed or to study insanitary or ugly conditions around camp sites or to discuss badly eroded areas. If a forest warden is available he might take a group out to study fire lines or other fire prevention measures taken by the State or by landowners. Practical demonstration is the best way to teach conservation.

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COMMISSION TO STUDY NEGRO EDUCATION

In compliance with Resolution No. 28 passed by the 1937 General Assembly, Governor Hoey has appointed the following Commission to Study Public Schools and Colleges for Negroes:

Senator J. W. Noell, Roxboro
Senator J. H. McDaniel, Mt. Pleasant
Representative H. G. Horton, Williamston
Representative F. H. Brooks, Smithfield
Representative George C. Uzzell, Salisbury

The resolution provides that the Commission should be composed of members of the 1937 General Assembly, two senators and three representatives, and that "said commission is to make a thorough study of the State's program for colored schools, including elementary, secondary, vocational, and higher education; and make such recommendations as to it may seem right and proper to the Governor of the State of North Carolina, and the next General Assembly." At its first meeting, held Feb. 16, 1938, Senator Noell was elected Chairman, Mr. Horton, Vice-Chairman and N. C. Newbold, Director of Negro Education of the Department of Public Instruction, Secretary.

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PAN AMERICAN DAY

April 14 has been designated as Pan American Day in a proclamation issued by the President of the United States asking for nationwide observance of the occasion. The Pan American Union has asked that this day be set aside as an expression of the cordial relations existing between the people of the United States and the peoples and governments of the other republics of the American continent.

Schools may obtain materials to be used in presenting appropriate programs without cost by addressing the Pan American Union, Washington, D. C.

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High school enrollments in the United States have doubled every ten years since 1890.

HALL I
STATE MUSEUM

This is the second of a series of articles about the State Museum, which is being presented primarily for teachers and principals anticipating class visits to the Museum. This article, which was prepared by Museum officials, concerns Hall I.

This Entrance Hall on Halifax Street is appropriately an introduction to the exhibits which are shown in detail in the other eight Halls of the Museum.

Terraria to the right show live specimens of our native poisonous snakes and call attention to exhibits of our 130 species of reptiles and amphibians in Hall VII. Attention is drawn to the identity of poisonous species so that they may not be confused with beneficial species.

A tarpon and an amber-jack as wall mounts call attention to exhibits of our numerous species of fishes and related life in Hall VI.

Mammals here are shown as buffalo and elk and an albino deer. The first two roamed wild on our uplands during early historic time - are now extinct. The albino deer is our native species, an individual which had the misfortune of lacking color pigment. Another mammal represented is our largest - the Right-Whale skeleton above. Their enormous weight is supported by water. Whaling tools tell of the day we had a whale fishery on our coast. Hall VIII has exhibits from our total of 86 species.

A nesting group of bob-white quail and a pair of Passenger Pigeons - now extinct - appropriately call attention to the exhibits in Hall VII from our 350 species of birds. An alcove of water-color paintings gives some of our more colorful birds.

Fossil exhibits relate to animals which lived in this area long before historic time. Whale bones from Wayne and Northampton Counties testify as to ancient shore lines. Later elephant-like Mammoth and Mastodon roamed our coastal plains. These are fitting links between present life and the rocks and minerals of the Earth's crust. Meteorites stimulate our reckonings as to celestial rocks and minerals.

Our famed Mount Airy granite calls attention to Hall II of Rocks and Rock Products, while a cluster of quartz crystals and a large crystal of felspar call attention to Hall III of minerals, ores and gems. A large tree section speaks for Hall IV of forest trees and products.

By the wide stairway in this Entrance Hall may be seen paintings from the State Art Society collection, leading to Hall V where also is shown Archeology, or material dealing with the life of our pre-historic Indians.

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NORTH CAROLINA
HISTORICAL
FACTS 1861 - 1865

A "Handbook of Historical Facts about North Carolina in the War Between the States, 1861-1865" is being distributed by the North Carolina Division of the United Daughters of the Confederacy to the schools of the State. This little booklet gives some interesting information including a list of the important events concerning North Carolina during this period of history. History students especially will find the bulletin both interesting and valuable. The material was compiled by Mrs. John H. Anderson, State President of the U.D.C., when she was Historian, and was reprinted at the request of Mrs. Quentin Gregory, present Historian.

WE SEE BY THE PAPERS

1. That the Clinton school election failed, only 370 of the total 1,184 registration having voted for the proposal. We regret this for the children's sake.

2. That the city teachers of Greensboro were very active reading books and visiting homes of students during the first semester of the 1937-38 term. We congratulate both parents and teachers.

3. That the N. C. Education Association has purchased the site for a permanent office building in Raleigh. We think this was a good idea, and that it will pay in the long run.

4. That the Mineral Springs community in Forsyth County is raising money to build a gymnasium for the school. We wish them good luck.

5. That Mrs. J. M. Barbee, Raleigh teacher, has taught 57 years, 50 in the Raleigh schools. Do you think you will break this record?

6. That 35,000 N. C. students have entered the JOURNAL AND SENTINEL'S first annual spelling bee. We hope each one learns to spell at least one new word.

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MICHIGAN COLLEGE OF MINING AND TECHNOLOGY SCHOLARSHIP

The Michigan College of Mining and Technology, Houghton, Michigan, has announced the 1938 United States scholarship awards. One of these scholarships remitting matriculation fee, $25.00, and tuition fee, $50.00, each year throughout a four-year course, is available for a representative student from North Carolina.

The following regulations should be closely observed by students interested:

1. Selection of candidate rests with State Superintendent of Public Instruction or with the registrar of the college.

2. Student should be in upper half ofhis class and deserving.

3. One scholarship only, each year, available for State.

4. Unless a student has advanced credit to offer, he should enroll at opening of fall term. Scholarship is effective beginning in school year 1938-39.

5. Transcript of record filled out by high school principal to accompany recommendation made by State Superintendent.

6. Scholarship remits matriculation and tuition fees for regular four-year course.

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UNIVERSITY OF CINCINNATI SCHOLARSHIP

The University of Cincinnati will award a scholarship for its 1938 summer session to some outstanding teacher of this State upon the recommendation of the State Superintendent. This scholarship will cover remission of summer session fees for the entire summer term, June 6 to August 27, worth approximately $140.00. This scholarship is restricted to white students, preferably on the graduate level.

COLORADO SCHOOL OF INES SCHOLARSHIP

The Colorado School of Mines offers for the academic year 1938-39 one undergraduate scholarship to a North Carolina student, who meets certain eligibility requirements including the recommendation of the State Superintendent of Public Instruction. The scholarship exempts the holder from the payment of laboratory and tuition fees valued at approximately $300 per year. The scholarship may remain effective for a maximum of four years provided the student maintains a satisfactory scholastic standing and complies with the rules and regulations of the school.

The School of Mines offers courses leading to degrees in mining engineering, metallurgical engineering, geological engineering and petroleum engineering. Elective courses are also offered in fuel engineering, geophysics, and the production and utilization of cements, refractories, clays and other non-metallic minerals.

Eligibility

The requirements the applicant must meet to qualify for the scholarship are: (1) recommendation of State Superintendent; (2) must satisfy entrance requirements as specified in the catalog; (3) scholastic standing should be at least in the upper third of their classes; (4) completion of high school or several years of college work, provided all other conditions are met; and (5) applicants should be vigorous, both mentally and physically, and should possess character, courage, energy, determination and the ability to think clearly. Specifically they should possess an aptitude for engineering.

Applicants should make application and submit a transcript of their scholastic credits to Superintendent Clyde A. Erwin, Raleigh, N. C., not later than June 1, 1938.

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ADVISORY COMMITTEE ON EDUCATION MAKES RECOMMENDATIONS

The Report of the Advisory Committee on Education recommending a grant to the states for educational purposes was recently transmitted to Congress by President Roosevelt. The report recommends a grant of $70,000,000, beginning next year, to be increased by approximately $30,000,000 for each of the following two years and by $20,000,000 each year thereafter until the total annual grant equals $199,000,000 in 1944-45. These grants would be in addition to the present authorized grants for vocational education.

In its general conclusions, the report stated:

"The United States greatly needs improvement. Glaring inequalities characterize educational opportunities and expenditures for schools throughout the nation.

"The level of educational service that can be maintained under the present circumstances in many localities is below the minimum necessary for the preservation of democratic institutions.

"Federal aid is the only way in which the difficulties in this widespread and complex situation can be adequately corrected.

It is not known how much North Carolina would receive under a law embodying the recommendations made by this report, since the basis of distribution has not been definitely decided upon. It is felt, however, that this State would receive a substantial sum should such a law be enacted by the Congress.

HOME-AND-SCHOOL COOPERATION PLAN

Home-and-School cooperation is an important part of the Adult Education program that is now being carried on in North Carolina. Its purpose is to help superintendents and principals with attendance, health, and other problems of day school children by helping the parents in understanding and attacking their problems.

Upon request of the school officials, adult teachers visit problem homes. There they find out the home conditions and help make any adjustments that are needed. They often even help secure shoes or clothing, medical care, etc. Then they encourage the parents to enroll in adult education classes.

Since "a parent taught means an adjusted child in school", these parents, with a better understanding of home and school relationships, usually send their children back to day school. Thus illiteracy is scotched at its source and the educational level of the oncoming generation is raised.

The home-and-school cooperation plan has been taken over as a part of the State-Aid program. The reason for this may be given in the words of a school superintendent: "It is my opinion that this method of establishing a better contact between the homes and the school is one of the best methods that can be used and is about the only one which will produce lasting results. It is a type of work we have all been wishing for for a long time."

WPA teachers also follow the same plan whenever their services are requested. Though the work is still too new to have many exact figures as yet, Buncombe County showed a 12 per cent increase in day school attendance when home-and-school cooperation was tried there several years ago. The adult education program was not the only agency responsible, but the superintendent said that much of the credit was due to this particular work. In Elizabeth City, a WPA teacher is working with 89 problem families of the city school system, at the request of the superintendent, E. E. Bundy.

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N.C.HISTORICAL BROADCASTS

TAR HEEL TALES, a series of episodes in North Carolina history, will be broadcast over Radio Station WPTF, Raleigh, on Thursday, March 10, at 6:45 p.m., and at the same time every week thereafter for at least eight weeks. The programs are sponsored by the Commercial Printing Company of Raleigh. The historical sketches have been prepared by Miss Mattie Erma Edwards, Collector for the North Carolina Hall of History, in collaboration with Dr. C. C. Crittenden, Secretary of the North Carolina Historical Commission. The first episode will be "Captured by the Indians (the Adventures of Christopher de Graffenried and John Lawson)"; the second will be "The Carolina Pirates". The subject of each succeeding broadcast will be announced as a part of the regular program each week. Please see that these programs are called to the attention of your children, for it is believed that they will be interesting and of real educational value.

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NEW YORK TEACHERS PLANNING TOUR OF NORTH CAROLINA

A party of New York school teachers, headed by Miss Isabelle K. Hart of the geography department of the State Normal and Training School of Oswego, N.Y., is planning to make a study tour of North Carolina about the middle of July, according to a letter just received by the Department of Conservation and Development. The party is especially anxious to visit Kitty Hawk, Manteo and Old Fort Raleigh on Roanoke Island. The Department of Conservation and Development is assisting Miss Hart in planning the tour.

PRINTED SCHOOL PAPERS

Last month a list of school papers published by the duplicated process was carried in this BULLETIN. There is given below a list of printed school papers in so far as they are known to this office:

BIT OF NEWS, Kannapolis
BURKE SCHOOL NEWS, Morganton
CLIFFSIDE HIGH LIGHT, Cliffside
GOLDSBORO HI NEWS, Goldsboro
GREEN LIGHTS, Greenville
GRIM-GRAM, Grimesland
HIGH LIFE, Greensboro
JUNIOR POINTER, High Point
NIK-NAK, Stedman
STUDENTS' GUIDE, Zebulon
TABOR CITY SCHOOL TATLER, Tabor City
THE ADKIN HIGH MIRROR, Kinston (Col)
THE ALEXANDRIAN, Taylorsville
THE BROADCASTER, Bladenboro
THE BUGLER, Cameron
THE CANNON REPORT, Kannapolis
THE CAULDRON, Morganton
THE ERWIN HI-LITE, Erwin
THE EXPONENT, Sunbury (Col)
THE FULL MOON, Albemarle
THE GOLD AND BLUE REPORTER, Scotland Neck
THE GOLDEN LEAF, Fairmont
THE HERALD, Charlotte (Col)
THE HI-TIMES, Raleigh
THE HUDSONIAN, Hudson
THE LAUDSPEAKER, Elizabeth City
THE LAUREL HILL NEWS, Laurel Hill
THE MARSHALL HIGH REFLECTOR, Marshall
THE MIRROR, Clinton
THE PANTHER'S CLAW, Greensboro (Col)
THE POW WOW, Ahoskie
THE ROXBORO RAMBLER, Roxboro
THE SPOTLIGHT, Oxford Orpahange, Oxford
THE STONEVILLE HIGH MIRROR, Stoneville
THE SWAIN HI-LIGHT, Bryson City
THE WEAVINGS, Concord
WAYNESVILLE HI-LIFE, Waynesville
W.H.S. BROADCAST, Wendell

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CONTRACT NO. 128

State Contract No. 128 made by the Division of Purchase and Contract with the N. C. School for the Deaf, Morganton, N.C., covers the printing of the following items:

1. Seventh Grade Promotion Certificates
2. Reading Circle Certificates
3. Perfect Attendance Certificates

These certificates are obtainable at the following prices, the same for each kind:

100 - $1.10	400 - $2.75
200 - 1.70	500 - 3.20
300 - 2.25	Additional - .45 per hundred

For printing in name of county and school add $1.50 for each lot.

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U.N.C. OFFERS COURSE FOR ADULT EDUCATION TEACHERS

The University of North Carolina will offer a correspondence course in Adult Education for all teachers who wish to learn more about the special methods used in teaching adults. This will be open about the first of April. Roben J. Maaske, professor of education at the University, will have charge of the course. He will also offer an Adult Education course for residence credit at both of the coming summer sessions.

Mr. Maaske came to Chapel Hill last fall from Oregon. In addition to his teaching experience in the education field, he served three years as Director of the Adult Education Program in Oregon.

CHILD HEALTH DAY

May Day or Child Health Day should be observed as a part of the program to promote Health Education. Since many of our schools close before May 1, Child Health Day may be observed on any suitable day this spring. Better health for children may be featured in chapel talks, plays, pageants, posters, essays, and by sponsoring some special health project such as health exhibit, poster contest, field day, May pole dance.

Health plays, "A Lesson from the Past," suitable for elementary grades, "A Fellow's Best Friends", suitable for grades five to eight, and a "Health Wedding" for grades one to four, may be secured free of charge from the State Board of Health.

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EVALUATION OF SETS OF BOOKS FOR SCHOOL LIBRARIES

A great many requests come to the State Department of Public Instruction for information regarding sets of books which are being sold in the State. The following criticisms and evaluations have been prepared after a careful examination of the complete set of the books. In the event that the salesman states that a later opinion has been expressed, it is wise to write to the Department before purchasing. It has been the policy of the Department for the past ten years not to give letters of endorsement to any salesman for any set of books. Any general reference set bought now should include the census figures for 1930.

As a guide to superintendents and principals in examining sets of books for purchase, the following brief suggestions are given:

1. It is urgently recommended that the first two sets of books purchased for both the elementary and high school be Compton's Pictured Encyclopedia and the World Book Encyclopedia. If one set for each group is bought, select Compton's for the elementary school and World Book for the high school. Until after the minimum requirements for accreditation have been met, it is wise to purchase no other sets.

2. Avoid purchase of the set of complete works of any author.

3. Avoid purchase of sets on adult level.

4. Avoid purchase of sets on a single subject; e.g., a set of history books, a set of literature books, etc.

5. Examine the complete set. A prospectus is misleading since it presents only the best of the material.

6. Ask to have the set left overnight for your careful examination away from the salesman.

7. Test the set by examining subjects with which you are familiar; e.g., North Carolina.

8. Consider the set in relation to the books already owned by the library and to the books needed.

9. Avoid all "give away" and "annual payment" plans. Read fine print on contracts carefully before signing.

10. Write to the State Department of Public Instruction if you are in doubt.

Sets of Books

American Educator. 10 vols. United Educators, Inc. Chicago. $50-$150.
Not carefully revised, so that many articles are out-of-date; for example, see Raleigh, N. C. Not acceptable for an accredited school encyclopedia.

Book of Knowledge. 20 vols. Grolier Society. New York City. $69.90.
A juvenile reference set, containing a great variety of information which is available for reference material only through the use of the index. This is a supplementary set useful with younger children, but not acceptable in place of an approved encyclopedia for standard elementary schools. It is difficult to use for reference purposes.

Book of Popular Science. 15 vols. Grolier Society. New York City. $69.50.
Interestingly illustrated, popular type science material which is much too high priced for its reference value, but is of interest to boys.

Book Trails. 8 vols. Shepard and Lawrence. Chicago. $49.50.
An attractive, well-graded collection of poems and stories for children with each volume containing materials of increasing difficulty. In schools, it is wiser to purchase individual books which could be loaned to the children.

Britannica Junior. 12 vols. Encyclopaedia Britannica, Inc. New York City. $59.90.
Much less inclusive and consequently less desirable than the two outstanding encyclopedias for children, Compton's and World Book. Acceptable for standard elementary schools.

Caravan. 16 books. Bookhouse for Children. Chicago. $ 28.
An excellent collection of children's classics in original trade bindings grouped together for sale. Includes such titles as Pinnochio, Dr. Dolittle, Poppy Seed Cakes, Hitty.

Carpenter's World Travels. 20 vols. Doubleday,Doran. Garden City, N.Y. $80.
Well illustrated, interesting material of geographical nature. Each volume is well indexed. Useful with geography classes if the school can afford it and has already met the minimum standard requirements.

Childcraft. 6 vols. W. F. Quarrie. Chicago. $36.
This set is for teachers. Three volumes are concerned with teaching methods and three volumes are anthologies of stories and poetry for children in primary grades. It seems expensive at $6.00 a volume, but is among the better modern professional education sets.

Childhood. 5 vols. Houghton Mifflin Co. Boston. c1937. $19.50.
Written under supervision of Parent Education Committee of Association for Childhood Education to serve as a guide to parents in the development of personalities of children. Material is practical and helpful.

Children's Library. 21 vols. Doubleday,Doran. Garden City, N.Y. $29.50 - $39.50.
This is a reprint of a series published many years ago as the "Every Child Should Know Series". Print and paper are poor. Copies of the volumes which might now be of interest are available separately from either Doubleday or Grosset at about $1.00 a title.

Columbia Encyclopedia. 1 vol. Columbia University. New York City. $17.50.
A comprehensive, reliable one-volume reference book arranged alphabetically and containing brief information on some 52,000 topics.

Commonwealth Vocational Guidance Monographs. 2 series. Commonwealth Book Co. Chicago. $14.75 each series.

These monographs are outstanding in their fields and most useful to schools promoting a vocational guidance program. While this type material is not included on our list of approved books, since it is pamphlet rather than book material, many schools will probably be interested in it.

*Comoton's Pictured Encyclopedia. 15 vols. F.E. Compton Co. Chicago. $67.50.

Recommended as first choice encyclopedia for elementary schools. Useful as supplementary encyclopedia for high schools. (See also World Book.)

Concise Encyclopedia. 8 vols. Wm. H. Wise & Co., 50 W. 47th St., New York. c1937. $2.98.

Brief, clear information on most subjects of interest in the average home. The language is simple, and the information given seems to be accurate. A good supplementary encyclopedia at a very low price. Based on Modern Encyclopedia.

Doubleday's Encyclopedia. 11 vols. Doubleday,Doran. Garden City, N.Y. $69.50.

A brief, accurate adult encyclopedia, but not acceptable as the only encyclopedia for an accredited high school.

Encyclopedia Americana. 30 vols. Americana Corp. Chicago. $150 with trade-in allowance.

An outstanding adult encyclopedia recommended for high school purchase. Acceptable as a required encyclopedia in accredited high schools.

Encyclopaedia Britannica. 14th edition. 24 vols. Encyclopaedia Britannica Corp. New York. Britannotex edition $138. Buckram edition $159 with trade-in allowance of $25.00.

An outstanding adult encyclopedia recommended for high school purchase. Acceptable as a required encyclopedia in an accredited high school.

Great Events of the Great War.

Same as Source Records of the Great War, which see.

Hammond's New World Atlas. 1936. Doubleday, Doran. Garden City, N.Y. $20.

An accurate, up-to-date, rather inclusive atlas. Acceptable for an accredited school, but a less comprehensive and less expensive one would meet the needs in most schools.

Home University Bookshelf. 16 vols. University Society. New York City. $69.50.

This is really two sets of books of different sizes sold as one. The first 11 volumes are classified and graded for different ages, but contain many retellings and abridgements of material that should be read in its entirety. The last five volumes for older boys and girls are on nature and outdoor life. The set is not recommended for school library purchase.

How and Why Library. 4 vols. L.J.Bullard Co. Cleveland. $12.80 to $9.60.

Collection of brief articles giving little information on a variety of topics. Inadequately indexed. Not recommended.

Journeys Through Bookland. 10 vols. Bellows-Reeve Co. Chicago. $53-$68.50.

Rather expensive but attractive, well illustrated, well selected and graded collection of children's literature.

Junior Classics - The Young Folks Shelf of Books. 10 vols. New York City. P. F. Collier & Son. $24-$36.

A reprint of an old set of children's literature. Such sets are of little use in a school library and are not recommended.

Lands and Peoples. 7 vols. Grolier Society. New York City. $42.50-$49.50.
Travel material similar in make-up, illustration, and type to National Geographic Magazine. Contains pictures and brief text of many out-of-the-way places. Schools should meet minimum standard requirements before spending $6.00 a volume for this type material, attractive though it may be.

Library of American History from the Discovery of America to the Present Time. (1910). 9 vols. Jones Brothers Publishing Co.
The Federal Trade Commission has issued order to this publisher prohibiting sale of the books by direct or indirect representation that they are new or up-to-date.

Lincoln Library of Essential Information. 1. Vol. Frontier Press. Buffalo, N.Y. $15.50.
A reliable one-volume handbook with information grouped under large topics. Specific references found through use of index of 22,000 entries. Revised in 1937. Probably the best one-volume reference book.

Modern American Encyclopedia. 8 vols. Modern American Corp. Chicago. $12-$20.
An unreliable encyclopedia based on one dated 1901. The major portion of the set has apparently been reprinted from plates of the earlier set. New material has been inserted on unnumbered pages or pages numbered 53a, 53b, etc.

Modern Encyclopedia. 1 vol. Wm. H. Wise & Co. New York City. $1.95.
An inexpensive but very useful and accurate one-volume reference book alphabetically arranged and covering about 22,000 topics. Now enlarged to form the Concise Encyclopedia, which see.

My Bookhouse. 12 vols. Bookhouse for Children. Chicago. $33.00. Single volumes $2.75.
A beautifully made collection of children's literature more useful to the story teller than to the school library.

National Encyclopedia. 10 vols. P.F.Collier. New York City. $68.00 or less.
An attractive, dignified make-up of well written, interesting material in non-technical language. Useful as supplementary set, but not acceptable as the only encyclopedia in an accredited school.

Nature Lovers Library. 6 vols. University Society. New York. Vols. 1-6 complete $19.50. Vols. 1-3 (Birds of America) $10.50, also available in one volume for $3.95.
Other volumes are about animals. The set is good material if this type material is needed.

New Century Dictionary of the English Language. 2 vols. Century Co. New York City. $12.
An excellent supplementary dictionary where one is needed, but not acceptable in place of Webster's New International Dictionary or New Standard Dictionary for an accredited school.

New Champlin Cyclopedia for Young Folks. 6 vols. Holt. New York City. $28.
A set composed of six useful handbooks which would serve for brief reference material in either elementary or high schools. The subjects covered are: I Persons; II Places and Events; III Literature, Art, and Mythology; IV Plants and Animals; V and VI Science and Invention. The same set is offered for sale by P.F.Collier & Son in 12 vols. for $39.50.

New Human Interest Library. 7 vols. Midland Press. Chicago. $37.75 - $49.25.
Six volumes, each on a separate subject, form an expensive set, the material of which can largely be duplicated in less costly individual books.

New Standard Encyclopedia. 10 vols. Standard Encyclopedia Corp. Chicago. Price varies $24.50 up.
An unpaged set which does not cover many needed topics. Sales methods were condemned by the Federal Trade Commission. Not recommended.

New Standard Encyclopedia of Universal Knowledge. 25 vols. Funk and Wagnalls. New York City. $5.90 to subscribers of the Literary Digest.
A handy, accurate reference set of pocket sized volumes. Please do not confuse with New Standard Encyclopedia published by Standard Encyclopedia Corp. of Chicago.

New Universal Encyclopedia. 10 vols. New England Guild. New York City. $39.50.
Poorly printed, out-of-date set. Although issued under 1930 copyright, the material largely dates prior to 1918.

New Wonder World. 11 vols. George L. Shuman & Co. Chicago. $64.50.
The material in this set is arranged by large topics, single volumes being concerned with one topic as: Invention and Industry; The History Book; The Literature Book; Story and Art; etc. The material is accurate and well selected. The set is not a substitute for an encyclopedia. It is a supplementary set which will interest schools already meeting the minimum standards for accreditation.

People's Standard History of the United States. 6 vols. Jones Bros. Pub. Co.
See note for Library of American History. . . ..

Pictured Knowledge. 10 vols. Marshall Hughes Co. Kansas City, Mo. $39.80.
Information grouped under large topics. Contains much out-of-date material. Illustrations not clear. Index inadequate. Not recommended.

Picturesque Tale of Progress. 8 vols. Bookhouse for Children. Chicago. $23.60. Single volumes $2.95.
Well illustrated and very readable set of history material, beginning with the Stone Age and containing through the Conquest of Mexico, for the upper grades and junior high school. Useful as supplementary material in an accredited library.

Popular Science Library. 10 vols. P. F. Collier & Son. New York City.
Individual volumes on different scientific subjects. Material has not been brought up-to-date. Little material on radio, aeronautics, or other subjects of marked recent development.

Progressive Reference Library. 10 vols. Holst Pub. Co. Boone, Iowa. $39.50.
An undesirable set, poorly edited and containing many inaccuracies. Not acceptable for accredited schools.

Richards Cyclopedia. 24 vols. in 12. J.A. Richards, Inc. New York City. $39.50.
Twelve books of large subject material, but information on one topic is not paged consecutively in one volume. Useful for supplementary material, but not as an encyclopedia. Not acceptable in place of required encyclopedia for accredited schools.

Scribner's Sons. New York City.
This company has several sets of adult material which is being offered to schools. Adult and college level books are not suitable for school libraries.

Smithsonian Scientific Series. 12 vols. Smithsonian Institution Series, Inc. New York City. $99.00

A scientific series published by a private company. Volumes are attractive, but the contents of the set are poorly balanced. Doubt that any school will get value at $8.25 a volume. Not recommended for purchase.

Source Book. 10 vols. Perpetual Encyclopedia Corp. Chicago. $69.50.

An inaccurate, unreliable set which has been sold under half dozen or more titles. Condemned by Federal Trade Commission in 1932. Not recommended.

Source Records of the Great War. 7 vols. American Legion. New York City. $69.50.

An elaborate and handsome set giving a biased account of the World War. Too mature for average high school students.

Standard American Encyclopedia. 15 vols. Standard American Corp. Chicago.

Offered as premium with newspaper coupons. Has many inaccuracies. Not recommended.

Stream of History. See Scribner's.

Travel and Adventure Library for Young Folks. 15 vols. Doubleday, Doran & Co. Garden City, N.Y. $29.50.

Fifteen separate books suitable for grades 4-7, bound uniformally. All the titles are on recommended lists, but the entire list of 15 books can be purchased for less than the cost of the set.

Twentieth Century Encyclopedia. 10 vols. World Syndicate Publishing Co. Chicago. $24.00 a set or $3.00 a month with ten year supplement.

An inadequate and unreliable set with fine print, unpaged. Not up-to-date. Not recommended. Also sold with title World's Popular Encyclopedia.

Volume Library. 1. vol. Educator's Association. New York. $11.60.

An unreliable one-volume reference book.

Winston's Cumulative Loose-Leaf Encyclopedia and Dictionary. 12 vols. J.C.Winston Co. Philadelphia. $60.00. (Price varies).

Limited in scope. Not recommended and not acceptable in meeting requirements for accredited schools.

*World Book Encyclopedia. 19 vols. W.F. Quarrie Co. Chicago. $84.90.

Recommended as first choice encyclopedia for high schools. Acceptable as meeting requirements in elementary schools. (See also Compton's).

World's Popular Encyclopedia. 10 vols. World Syndicate Pub. Co. Cleveland.

Offered as premium by many newspapers. See Twentieth Century Encyclopedia. Not recommended.

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NATIONAL NATURE NEWS

NATIONAL NATURE NEWS is the title of a little "paper containing facts, figures, and interesting up-to-date information on nature and related subjects with special emphasis on conservation and the restoration of our resources." A recent issue has the following articles: Nature Elms in Danger, Prairie Dog Town, Highly Prized Shad, Brown Pelicans and Millions of Snowflakes - Not One Duplicate. This number also contains "The Juniors' Own Page" and an editorial "For a Bigger and Better Year". Single subscriptions for the school year (39 issues) are $1.50; for the calendar year, $2.00. Rates are also quoted for subscriptions taken in clubs of five or more persons. Inquiries should be addressed to 3107 Wisconsin Avenue, Washington, D. C.

LAWS, OPINIONS, RULINGS

HALLYBURTON VS
BOARD OF EDUCATION
BURKE COUNTY

The following summary of the Hallyburton v. Board of Education Supreme Court case, which was filed February 2, 1938, should be of interest to supertendents. In this decision the Court affirmed the action of the lower court.

1. Taxation - Art. V, sec. 4, imposes definite check on increase of debt by State, county or municipality, except with approval of voters.

The language of Art. V. sec. 4, of the State Consititution, as amended, is unambiguous, and by its plain terms the power of the State, or any county or municipality to contract debts in any biennium or fiscal year, respectively, without submitting the matter to a vote of the people, except for those purposes specifically enumerated in the amendment, is definitely prescribed to two-thirds of the amount by which its outstanding indebtedness was decreased during the prior biennium or fiscal year.

2. Same - Limitation prescribed by Art. V, sec. 4 is in addition to limitations prescribed by Art VII, sec. 7, and Art. V, sec.6.

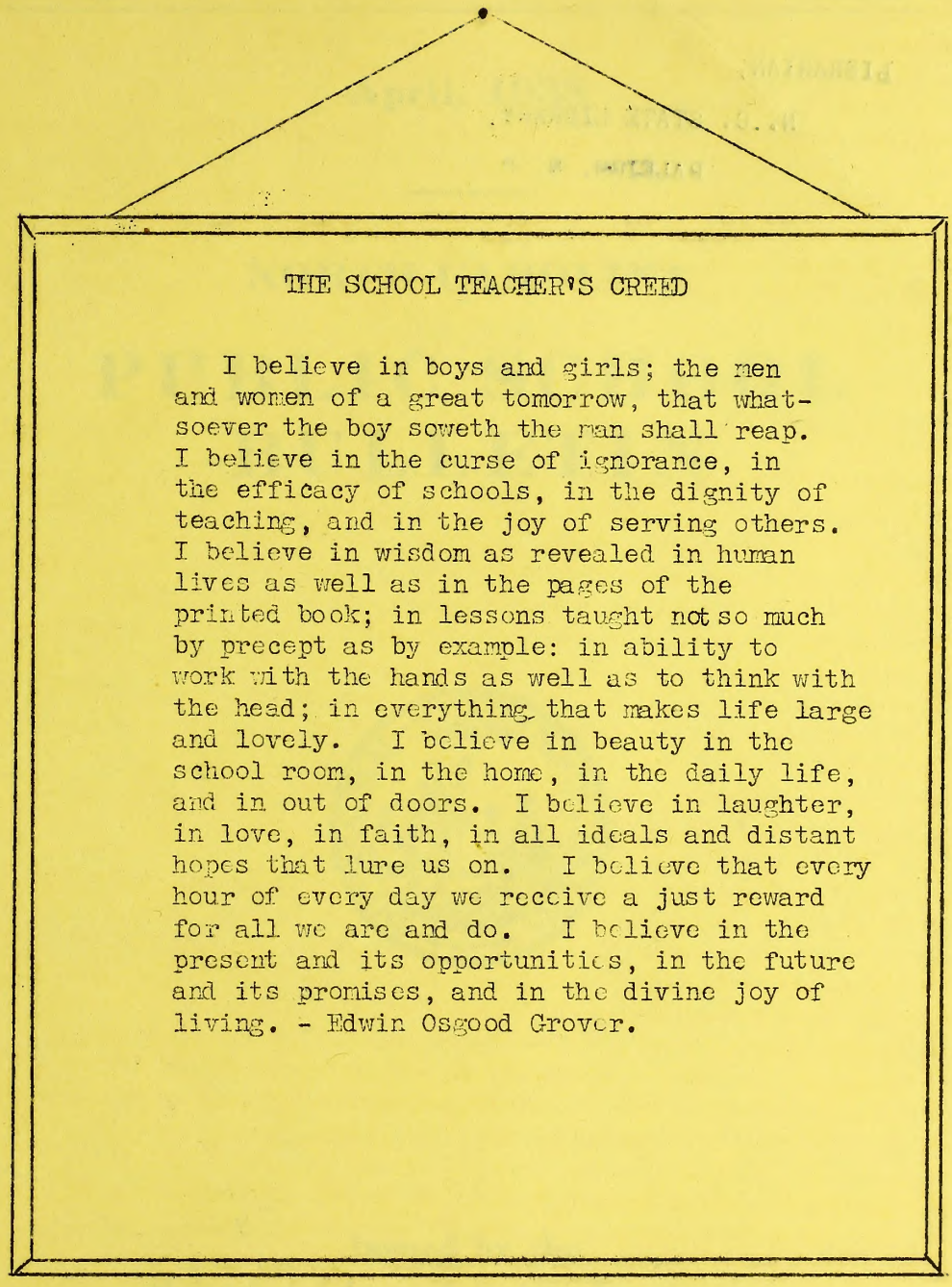
The limitation of Art. V, sec. 4, on the contraction of debt by counties and municipalities is in addition to the limitations prescribed by Art. VII, sec. 7, and Art. V, sec. 6, and such local units may not create debts and issue bonds without a vote of the people, even for necessary expenses within the limitations prescribed by Art. V, sec. 6, without the approval of the legislature, or in excess of the limitation prescribed by Art. V, sec. 6, with the special approval of the Legislature, unless such bonds, together with such other bonds as may have been issued during the fiscal year, do not exceed two-thirds of the amount by which such unit decreased its outstanding indebtedness during the prior fiscal year.

3. Same - Method of determining amount of debt contracted in fiscal year within meaning of Art. V. sec. 4.

In determining the amount of debt contracted in any fiscal year within the provisions of Art. V, sec. 4, limiting the power of a taxing unit to contract debts to two-thirds the amount by which the taxing unit's outstanding debt was decreased during the prior fiscal year, the total amount of bonds issued during the fiscal year, by the taxing unit, whether with or without the approval of its voters, should be included, except bonds issued by it to fund or refund a valid existing debt, to supply a casual deficit, to suppress riots or insurrections, or to repel invasions, and except tax anticipation notes issued in an amount not exceeding fifty per centum of the taxes for the fiscal year.

4. Same - County may not borrow money for necessary expenses without vote when its outstanding debt was not reduced during prior fiscal year.

The findings of fact disclosed that defendant county had not reduced its outstanding indebtedness during the prior fiscal year, and that it proposed to borrow money and issue its bonds to erect a schoolhouse necessary for the maintenance of the constitutional school term in the county, without submitting the question of borrowing money to the qualified voters of the county. Held: The limitation prescribed by Art. V, sec. 4, as amended, is in addition to other constitutional limitations relating to taxation, and the county may not borrow money, even for a necessary expense, without submitting the question to a vote, Art. VII, sec. 7, when its outstanding indebtedness has not been reduced during the prior fiscal year, and plaintiff taxpayer is entitled to injunctive relief restraining the issuance of the proposed bonds.



THE SCHOOL TEACHER'S CREED

I believe in boys and girls; the men and women of a great tomorrow, that whatsoever the boy soweth the man shall reap. I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching, and in the joy of serving others. I believe in wisdom as revealed in human lives as well as in the pages of the printed book; in lessons taught not so much by precept as by example: in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely. I believe in beauty in the school room, in the home, in the daily life, and in out of doors. I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and do. I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living. - Edwin Osgood Grover.

LIBRARIAN,

N. C. STATE LIBRARY,

RALEIGH, N. C.



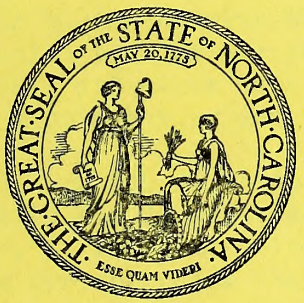
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NORTH CAROLINA
STATE LIBRARY

VOLUME 2 NUMBER 8

April, 1938

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

NORTH CAROLINA
STATE LIBRARY

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

April 6, 1938

To Superintendents, Principals and Teachers:

In Re: Air-Mail Week, Textbook Adoptions, and Audit Reports for 1937-38

There are three matters of importance to which I wish to call your attention this month:

1. Air-Mail Week. Elsewhere in this bulletin will be found rules and regulations governing essay and poster contests in connection with Air-Mail Week, May 15-21. I hope as many children as possible will take part in these contests.

2. Textbook Adoptions. The State Board of Education has requested the Elementary Textbook Commission to prepare a multiple list on language texts suitable for basal use in the elementary grades. From this list the State will adopt a new series of texts to be furnished free to the pupils in the elementary grades beginning with the next school year. This Commission has also been requested to consider language workbooks, safety education material, dictionaries, and other materials published since January 1, 1936, for possible supplementary adoption.

The State Committee on high school textbooks has been requested to consider certain new materials for possible adoption for supplementary use in the public high schools. These adoptions are contemplated with a view that materials suitable for enriching the course of study in those schools desiring such additions may be approved and listed.

3. Audit Reports. Superintendents should begin now to think about the audit of local funds, and contracts for making such audits could very well be made or in some instances work actually begun. I make this suggestion with the view of getting everything in shape in order that your Annual Financial Report may be made as promptly as possible after the close of the fiscal year. The General Assembly meets in January, 1939, and I should like to have all reports in my office not later than October 1 of this year. I hope, therefore, that you will make your plans accordingly.

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

NORTH CAROLINA
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N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

Volume II April, 1938 Number 8

Issued monthly by the State Superintendent of Public Instruction, Raleigh, N.C.

Quotation: A school should do more than give instruction to children in the classroom. It should reach the community and should carry instruction to the adults as well. - E. C. Brooks, formerly State Superintendent of Public Instruction of North Carolina, 1918-1923.

EDITORIAL COMMENT

COMMENDABLE This publication wishes to commend those school papers which allow free expression of opinion by the pupils themselves. Many of these expressions represent a very high order of thinking, and is indicative of the good work that is being done in many of the schools of the State. As examples of this type of activity, we present the following articles taken from BIT OF NEWS, monthly publication of grade six, Woodrow Wilson School, Kannapolis:

"What I believe in:

1. I believe in being regular in attendance.
2. Getting to school on time.
3. Keeping clean.
4. Keeping finger nails clean.
5. Being quiet in school.
6. Helping others.
7. Lifting my hat when meeting a teacher.
8. Saying, 'Excuse me, please'.
9. Saying, 'Thank you', when I receive a favor.
10. Taking my turn - not crowding in hall or street.

If you obey these rules you will be a nice boy or girl -
Gladys Poteat, grade 6A"

"We have had one accident in our room and we don't want to have another. Here are some safety rules to follow:

1. Look both ways before crossing the street.
2. Never 'hook' rides on trucks.
3. Never run out from behind a parked car.
4. Don't play in the street.
5. Obey traffic signals - Junior Fowler, grade 4B"

"When we go to the library we should be very, very quiet. Anyone can't read when you are making lots of noise. You should always go with clean hands. Books are our friends and we should not get them dirty, or tear them. A good rule to follow is 'Treat Books as we Do Our Friends'. - Ralph Brigman, grade 6".

HIGHWAY SAFETY

That many of the pupils enrolled in the public schools are mindful of the dangers existing along our highways is apparent, but it is also true that there are some children who do not realize the seriousness of the situation until one of their own group is injured or killed by careless use of these arteries of traffic. Not conceding the fact that the drivers of cars on the highways do not have certain responsibilities in their use of the highways, we believe that there would be fewer accidents if the teachers and principals would instruct their pupils in the proper way to travel the highways, when walking or riding a wheel, the proper way to cross the highway, and the rules to observe when crossing the highway and alighting from a car or bus.

In this connection, the BULLETIN wishes to commend those papers which have carried articles or editorials on "Safety". There is no better way to bring this important subject before the students than through the columns of the school paper. An example of this kind is given above. Another, part of an editorial entitled "Be Careful" taken from STUDENTS' GUIDE, monthly publication of the Wakefield-Zebulon School (Negro), Wake County, although too late to help the pupil injured in the case, perhaps will help to prevent similar accidents in the future:

"No one can be too careful when traveling on the public roads or thoroughfares because there are so many irresponsible drivers. This makes it necessary for pedestrians to observe traffic rules and regulations.

"It is very doubtful if every pedestrian knows traffic rules, particularly children.

"There is no doubt that there have been many accidents along the highway and at the intersections of roads, which would not have happened if the person walking had been as careful as he should have been.

"To all walking persons as well as drivers, before crossing a road or any intersection, always stop, look and listen."

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POETRY

"Poetry", according to the dictionary, is "the form of literature that embodies thought in rhythm and (usually) in meter." There is also a "saying" that "not all that rhymes is poetry". These two statements applied literally to a form of verse which appears in many of the school papers might not always give poetry; but such verse making, even though not at all times strictly poetry, usually serves as a vehicle of expression which oftentimes results in better English usage. Then, too, the sentiment expressed by many of these "would-be" or "near" poets is usually of the highest type. This BULLETIN wishes to commend this means of self-expression by those pupils who have felt the urge to make the effort, not so much that they may become poets, but that in doing so they may increase their vocabularies, a much needed improvement according to a recent study.

A Few Examples

We are reproducing here a few examples of this type of children's poetry:

"Books

Books are the things I like the most:
They tell of the mountains, they tell of the coast,
They take us to many a distant land,

I really think they are grand.
With books I pass the time away
When I cannot go out and play.
They help me in many ways,
Especially on school days."

- Sallie Ann Brown, Sixth Grade
in THE MIRROR, Clinton School.

"Exams

What great excitement
Stirs today!
From the seventh to the eleventh
'Exams' hold sway.
The Freshmen were trying
Just a few days past
To learn all their books
From the first to the last.
Just calm yourselves
And do your best
Then let your grades
Decide the rest."

- Dorothy Mae Murray, in the
BARKER, Burlington High School.

"There's Beauty in Trees

Along the trails, across the sea
There is nothing so beautiful as a tree.
The ones that may shed throughout the fall
Are the most beautiful of all.
The sleet and snow is falling light
Upon their branches at night.
Anything more lovely can never be,
As sweet and beautiful as a tree.

- Lucy F. Marriott, STUDENTS GUIDE,
Wakefield-Zebulon School, Zebulon.

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SCHOOL BANDS

The BULLETIN has learned that the schools listed below have bands. If there are others not listed that maintain a music organization of this kind, we shall appreciate being notified of the fact. A school band, in our opinion, is an asset to any school and community. It not only serves to give instruction to the individual and entertainment to groups, but it is also a means of fostering a better school spirit.

Robersonville	Lenoir	Kannapolis
Greenville	Charlotte	Morganton
Elizabeth City	Mooresville	Asheville
Fayetteville	Morehead City	Burlington

WE SEE BY THE PAPERS THAT

1. Lincolnton is to vote on a 20-cent levy in the near future for the extension of the school term. We hope this election carries, for the children's sake.

s to bat for the third time for a 17-cent rate. Sentiment
nd it is believed that it will pass.

entral Elementary School has organized a safety patrol
street corners in the school zone to help other pupils
is is a commendable project, if handled properly.

County Board of Education and two members of
e of inspection to certain schools of that
eds for additional housing facilities.
nformation.

y will cooperate in National Better Homes
hendent has urged that the schools make
and beautify the schools and school
home while you are living in it?

have agreed to enlarge the amount
You can always count on Mecklen-

7. The mere ing foods for the purpose of
making soups for the ool who are not able to pay for lunches.
This is a good thing.

of
8. The Shelby high fers a wide variety/extra curricular activities for the student olled in that system: girl's glee club, boy's glee club, band, debating, French club, dramatic club, public speaking club, art club, student government, monogram club, and school publications. Fads and Frills? We are for them.

9. The Morehead City schools of Carteret County, through a special committee, is making an effort to raise the necessary funds for extending the school term. Under the law a school system within a county unit cannot vote a special tax for extending the term. Therefore, Morehead City and other schools not set up as a city unit must either raise money locally, or work for legislation to allow large school systems the privilege of voting supplementary taxes. We commend the efforts being put forth by the citizens of Morehead City in behalf of the children of their community.

10. The Albemarle city unit has been authorized by the city board of education to add the 12th grade next year, and that 50 members of the present senior class have indicated they will return next year for the added instruction that this additional grade will afford. We don't think these seniors will regret this step, and we congratulate them upon the opportunity.

11. Demonstrations on visual education were given at a monthly meeting of Salisbury city school teachers. In many instances the eyes can understand much better than the ears, and we therefore approve of the variety afforded the Salisbury teachers by these visual programs.

NOTES AND ANNOUNCEMENTS

MORE FEDERAL AID RECOMMENDED

In order to improve the educational opportunity in areas of the nation where needed most, the Advisory Committee on Education recently recommended to the President that additional aid in the form of grants be extended to the states. The amounts of the grants already authorized, mostly for vocational education, and the recommended new grants for the fiscal years through 1944-45 are shown in the following table:

(In thousands of dollars)

Fiscal Year	1938-39	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45
Existing Grants:							
Vocational education	$21,785	$21,785	$21,785	$21,785	$21,785	$21,785	$21,785
Vocational rehabilitation of the physically handicapped	1,983	1,983	1,983	1,983	1,983	1,983	1,983
Land-grant colleges:							
Resident instruction	5,030	5,030	5,030	5,030	5,030	5,030	5,030
Agricultural research	6,860	7,477	7,500	7,512	7,525	7,537	7,542
Extension service	17,936	18,333	18,373	18,413	18,453	18,493	18,533
Total existing grants	$53,594	$54,608	$54,671	$54,723	$54,776	$54,828	$54,873
Proposed Grants:							
General aid to elementary and secondary education	---	$40,000	$60,000	$80,000	$100,000	$120,000	$140,000
Improved preparation of teachers and other educational personnel	---	2,000	4,000	6,000	6,000	6,000	6,000
Construction of school buildings to facilitate district reorganization	---	20,000	30,000	30,000	30,000	30,000	30,000
Administration of State departments of education	---	1,000	1,500	2,000	2,000	2,000	2,000
Educational services for adults	---	5,000	10,000	15,000	15,000	15,000	15,000
Library service for rural areas	---	2,000	4,000	6,000	6,000	6,000	6,000
Cooperative educational research, demonstrations, and planning	1,250	2,000	3,000	3,000	3,000	3,000	3,000
	$ 1,250	72,000	112,500	142,000	162,000	182,000	202,000

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NEW BOARD OF VOCATIONAL EDUCATION.

A new Board for Vocational Education was recently appointed by Governor Hoey, as follows:

Reuben B. Robertson, Jr., Canton, to represent trade and industrial education.

Mrs. Jessie Lee McCulloch, Elizabethtown, to represent homemaking education.

H.G.Ashcraft, Charlotte, to represent agricultural education.

Superintendent Erwin is *ex officio* chairman of this Board.

LIBRARY SCIENCE COURSES FOR NEGROES

As a service to those schools which are seeking to meet the new requirements for teacher-librarians in accredited schools, the North Carolina College for Negroes in Durham is offering courses in Library Science to meet the minimum requirements of six semester hours. These courses are being given under the supervision of the Division of Negro Education and the School Library Adviser, State Department of Public Instruction. The credits for the courses can be used for renewing certificates of North Carolina teachers. The credits are also applicable toward a Library Certificate for teacher-librarians, the requirement for which is a minimum of 12 semester hours in Library Science, including the courses offered this summer.

Courses to be offered are the following:

School Library Service I - Administration.

This course is designed to present the basic principles of simple organization of the school library, records to be kept, publicity, equipment and arrangement, and materials for teaching the use of books to school pupils.

School Library Service II - Reference I.

The study of the basic reference books, their arrangement, use, purpose, cost, and their relation to the school program.

School Library Service III - Book Selection for Young People.

The study of books suitable for school libraries. This course requires the reading and examination of many books, particularly those recommended to meet the minimum requirements of accredited schools.

These courses will be taught by Miss Eloise Ward, former Librarian at the High Point High School.

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N. C. SCHOOL PAPERS WIN HONORS

In a recent contest of school papers conducted by the Columbia Scholastic Press Association, several North Carolina papers won honors. Awards were made to medalists as the highest honor and to four other classes for various types of school publications in several enrollment classifications.

In the 801-1500 enrollment group the Durham HI-ROCKET was one of the medalists. In the 301-800 group the Greenville HIGH LIGHTS won first place. Among junior high school newspapers in the 701-1200 enrollment class the Junior High HI-LIGHTS of Durham won first place.

Among mimeographed papers the following won honors:

Group 1: Medalist, Edgemont TICKER, Durham
Group 2: Medalist, Morehead STUDENT, Durham
First place, North Durham LIFE, Durham
Elementary school magazines, group 2: First place, Fairview NEWS, Charlotte
Junior college magazines, First place, Biltmore College BLUETS, Asheville

AIR MAIL WEEK ESSAY CONTEST RULES AND REGULATIONS

Subject: "Wings Across America" (The essay should deal with the ideas, purposes, and advantages of air transportation as it affects modern communication.)

Rules

1. Entries confined to students in high schools, or schools having high-school curricula.

2. Essay shall not exceed 250 words.

3. Basis of Judging Essays:

(a) Originality of ideas	50%
(b) Continuity and construction	25%
(c) Spelling, punctuation, and neatness	25%

4. Time of Contest: Essays must be postmarked not later than midnight, May 1, 1938, addressed to State Chairman, National Air Mail Contest, in care of your local Postmaster. Local postmasters will forward all essays to State Headquarters promptly.

5. Each essay must be certified by the school principal as to the eligibility of the contestant, with the identification and location of the school and must show contestant's home address.

Prizes

1. State: (a) First Prize: The winner from each State will be given an air trip from his nearest airport to Washington, D. C., and return. (Nontransferable.) This trip is given through cooperation of all air-line companies. Winners to bear their own expenses while in Washington.

(b) Second Prize: To be a Suitable Trophy supplied and awarded by each State headquarters.

2. National: (a) All State essay winners will be guests at a banquet in Washington, D. C., May 15, where grand prizes will be announced and awarded as follows:

(1) First Prize: If winner lives east of the Mississippi River, a trip by air to Hollywood and return, with hotel accommodations and meals for 5 days; if west of the Mississippi River, a trip to Miami and return, with hotel accommodations and meals for 5 days.

(2) Second Prize: National Trophy.

(3) Third Prize: National Plaque.

The winning essays to be the property of the National Committee.

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SCHOOL FACTS FOR FEBRUARY

The February number of STATE SCHOOL FACTS, official publication of the State Department of Public Instruction, is devoted to a study of transportation of school children at public expense. This issue gives the facts with reference to this subject for each of the states as of December 31, 1937. It shows that in the nation as a whole, 84,061 busses are engaged in hauling 3,225,361 children to school. This service cost $61,032,340. It further shows that North Carolina ranks first in the number of children transported, a total of 288,254 in 1936-37; but that the per pupil cost of this service is lowest in the nation. If you have not seen this number of SCHOOL FACTS, a copy may be secured from L.H.Jobe, State Department of Public Instruction, Raleigh, N. C.

AIR MAIL WEEK POSTER CONTEST RULES AND REGULATIONS

Subject: Posters relating to the Air Mail Service of the present and future and its adaptability to the needs of the Nation.

Rules

1. Entries confined to students in grammar, high school, or schools having similar curricula.

2. Entries to be on or mounted on bristol or similar board and not more than 20 in. x 25 in. in size when so mounted.

3. Basis of Judging Posters:

a. Originality of ideas	50%
b. Neatness of composition	25%
c. Adaptability for use	25%

4. Time of Contest: Posters must be postmarked not later than midnight, May 1, 1938, addressed to the State Chairman, National Air Mail Poster Contest % your local Postmaster. Postage must be fully prepaid on all entries. Local postmasters will forward all posters to State Headquarters promptly.

5. Each poster must be certified by the school principal as to the eligibility of the contestant, with the identification and location of the school and must show the contestant's home address.

Prizes

1. State. The winner in each State Poster Contest will be awarded a trophy to be given by the State Headquarters Committee.

2. National: All Posters winning in a State Contest will be entered in a National Contest.

a. 1st Prize: A Trophy
b. 2nd Prize: A Plaque

The winning posters in the State and National Contests will become the property of the National Committee.

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NEGRO ADULT EDUCATION COUNCIL TO MEET APRIL 13

The Negro Adult Education Council of North Carolina will hold its first meeting at the N. C. College for Negroes in Durham on April 13th. Dr. N.C. Newbold will be the chief speaker. He will present the State-wide plan of a coordinated literacy drive, which is expected to start with Negro colleges and universities.

Mrs. May E. Campbell, State WPA Coordinator, will bring greetings from the WPA and the State Administrator, George W. Coan, Jr. Mrs. Elizabeth C. Morriss and Mrs. J. M. Day, WPA Field Representative, will participate in the discussion. John W. Mitchell, district agent of A. & T. College, will give the highlights of the current activities of the WPA Negro Education program. Dr. James E. Shepard, President of the N. C. College for Negroes, will tell of the work being done by the State-Aid program.

The Council meeting will be followed in the evening by a musical dramatization, with more than one hundred colored adult students taking part. This was written and will be presented by Harriett Busby, Negro WPA teacher of Durham. It will be the climax of a day's program for all colored community schools students of the East Central District.

TEACHERS' HEALTH

In dispelling the impression once widely current that the teaching group is made up of semi-invalids and physically incompetents, a 260-page report entitled FIT TO TEACH has recently been issued by the National Education Association pointing out that teachers are not subject to an unusual number of health disorders. On the contrary they are absent from duty less often because of illness than is true of workers in most other occupations and professions.

The teachers whose frank and intimate health stories compose the portion of the report devoted to teacher health status include men and women, whose average is 39 years and who have taught school an average of 16 years. One-fourth of the teachers rate themselves as enjoying excellent health; less than one-fifth lack the vigorous physical condition necessary to continuous and effective classroom work. School principals and school physicians rate the percentage of teachers in excellent health higher than the teachers estimate it themselves.

Generally speaking, the health of men is superior to that of women teachers, the reports of 39 per cent of the men indicating excellent health, while according to the reports from women only 22 per cent enjoy that state. Fifty-six per cent of the women teachers were not absent on account of illness during the school year, while 77 per cent of the men teachers had an attendance record unmarred by illness. The records of married men and single women are noticeably better than those of single men and married women.

Perfect attendance records for both men and women are more numerous among teachers beyond 30 years of age than among those under 30, indicating a decrease in illness as teachers grow older. High school teachers average two days absence a year on account of illness, elementary teachers three days.

Superintendents of schools, school principals and physicians rate the lack of emotional poise as the most serious of health handicaps which may affect teachers. The same officials rate inability to make necessary social adjustments, as a result of personality difficulties, second in seriousness, and physical handicaps and disease as third in decreasing the effectiveness of teaching.

School physicians find diseases pertaining to the nervous system high among teachers, and reports from teachers indicate the prevalence of worries intense enough to interfere with sleep and with good teaching. "The proportion of teachers subject to persistent worries may be no larger than the proportions of worriers in other vocations and professions," concludes the report. "Be that as it may, however, here is a condition affecting nearly two-fifths of the profession, where improvement in teacher health is urgently needed. It is a problem, too, that challenges not only the best efforts of the individual teacher but also those of school administrators, personal directors, health counselors, schoolboard members and the general public. Many of the important causes of worry are beyond the teacher's own immediate control."

Among the health disorders of highest frequency mentioned by the teachers are colds, constipation, nervousness, headache and sore throat. The illnesses responsible for most absences are colds, grippe, laryngitis and other respiratory diseases. Women suffer more frequently from laryngitis, anemia, and goiter than do men; men suffer more frequently from tonsilitis, skin infections and chronic appendicitis than do women.

Only four per cent of the 5,150 teachers had been refused life insurance; heart trouble, diseases of the thyroid, underweight and tuberculosis being the most common disqualifying disorders.

One-third of the teachers do not use spectacles; a third use them for reading only; a third wear them constantly.

Among teachers, habits which undermine health are taking too little exercise, not eating a balanced food ration, sleeping too little and confining interests to a narrow range. Bad habits of teachers including dosing with medicine; a habit indulged in regularly by ten per cent of the women, two per cent of the men. Seventy per cent of the men regularly drink coffee; 73 per cent of the women drink it daily. Only 23 per cent of the men teachers drink tea regularly, while 41 per cent of the women drink it every day.

Deviations from normal weight vary as between men and women. Twenty per cent of the men are 20 or more pounds overweight and only eight per cent are 20 pounds or more underweight. Only nine per cent of the women are 20 pounds or more overweight, while 15 per cent are 20 pounds or more underweight.

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ADULT EDUCATION COUNCIL OUTLINES PLAN FOR REDUCING ILLITERACY

The North Carolina Adult Education Council held its first meeting on March 15th in the Senate room of the Capitol. State Superintendent Erwin was appointed by the Governor as president of the Council, and Mrs. Elizabeth C. Morriss, Director of both WPA and State-Aid Adult Education, as secretary. The purpose of this first meeting was to initiate a program of work to organize the Council into a functioning body.

As a first step, Governor Hoey presented a plan for a State-wide coordinated literacy drive. The two main objectives of this drive are:

(1) To reduce illiteracy from North Carolina's present 10% to the 1930 national average of 4.3%; or, if possible, to 3%, which is the estimated 1940 national average.

(2) To help our 236,261 illiterate citizens (1930 census) to learn, through remedial education, how to adjust and enrich their lives.

As outlined by Governor Hoey, the drive will start with colleges and universities. The president of each interested college or university is asked to sponsor the literacy drive in his own particular county. With the help of the State and field staffs of the Adult Education Division of WPA and of the State Department of Public Instruction, the president will plan procedures of administration, organization, supervision, and teaching of adult illiterates in his county. Interested faculty members and students, probably in such departments as education, sociology, psychology, and interested day school teachers are asked to volunteer definite service.

The State Adult Education Council and the area and local community school councils are asked to act as coordinating agencies of local organizations, institutions, and interested individuals. Council committees are asked to work with local agencies in solving problems beyond the scope of programs of colleges, universities, public schools and the WPA Education Division. Based on past experience, major problems will probably be transportation, materials, effective motivation and regularity of volunteer services, and the securing of an adequate number of WPA teachers.

Every council member will serve on one of the four committees appointed by Mr. Erwin. R. M. Grumman, Director of the University Extension Department, is Chairman of the Community Cooperation Committee; B. L. Smith, Superintendent of Greensboro City Schools, Chairman of the Public Relations Committee; Senator L. L. Gravely, Rocky Mount, Chairman of the Legislative Committee; and Mrs. Elizabeth C. Morriss, Chairman of the Executive Committee.

STATE CONTRACT NO. 178 - DIPLOMAS

Pertinent at this time is State Contract No. 178 providing for the purchase of high school diplomas. This contract is with the E.A. Wright Company, Philadelphia, Pa. The diplomas, 7" x 9", are steel engraved except for the changes in the names of (1) graduates, (2) schools, (3) county or city, and (4) graduation date, which are printed in the same style type as the engraved matter. The engraved matter includes a vignette of the State seal. The following prices govern their sale:

Genuine leather covers	90¢ each
Imitation leather covers	60¢ each
Decorative mount bound covers	45¢ each

Those ordering diplomas should exercise great care in giving exact and legible information to be inserted, and order should be made in ample time for manufacture and delivery.

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COMMISSION TO STUDY RETIREMENT QUESTION APPOINTED BY GOVERNOR

In compliance with Resolution No. 41 passed by the 1937 General Assembly, the Governor has appointed a five-member Commission "to make a complete study of the question of providing a retirement system for the teachers in the public schools and educational institutions of the State." The following persons compose this Commission:

Dr. J. H. Cook, Chairman, Greensboro
Mr. Irving F. Hall, Raleigh
Hon. Grady Rankin, Charlotte
Miss Natalie Coffey, Raleigh
Miss Mary Pemberton, Concord

It will be the duty of this Commission to make this study and to report its findings with recommendations at least thirty days before the General Assembly of 1939 convenes.

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A PROCEDURE FOR REELECTING TEACHERS

How one county unit handles the question of teacher re-election in order to comply with the law is contained in a copy of a letter recently received from Superintendent H. D. Browning, Jr., of Columbus County. His letter, addressed "To all teachers - Columbus County Schools", quotes the second paragraph of section 12 of the 1937 School Machinery Act, and then makes the following statement as to procedure:

"In conformity with the above law, we are attaching to your 7th month voucher an application blank for a position in the Columbus County School System for the 1938-39 term. If you desire reelection, please fill out the attached blank and return to the writer not later than April 8th. All applications will be referred, by the County Superintendent, to the principal of the school involved, on or before April 15th for his consideration. The local school board will consider reelections on or before May 6th, 1938, and will certify to this office their selections.

"The County Board of Education will consider teacher selections at their meeting on Monday, May 9th, 1938, and you will be notified as soon thereafter as is possible relative to your reelection for the ensuing school year.

"Please be prompt in filing your application and give full and complete answers to all questions on the application."

HALL II — This Hall is primarily to illustrate materials of the Earth's crust from the 52,286 square miles known geographically as North Carolina. From east to west, it extends some 500 miles, bordering the Atlantic Ocean on the east and crossing the Appalachian Mountain crest on the west. From north to south, there is an extent of 188 miles, between 30° and 36½° north latitude. Thus, we are located in the north of the Southeastern group of United States with mild temperatures varied by elevations and coastal waters.

Geology — The surface of the State is divided roughly as Coastal Plains, Piedmont Plateaus and Mountains and Valleys, from tide water to an elevation of 6,684 feet of Mount Mitchell.

The first embraces the eastern half of the State, the surface of which is covered with fragmental rocks with an admixture of organic remains from a luxuriant plant growth. These fragments - now gravels, sands and clays - are derived from the natural breaking down, or weathering, of solid rocks to the west, and their transportation down slopes. This process has gone on for long periods during which the sea has betimes encroached to leave beds of sea-shells, fossil whale bones and sharks' teeth.

The Piedmont Plateaus extend from the Coastal Plains to the Mountain foothills. The surface is hilly and rolling. Heavy red soils replace the sandy ones. Granitic and slaty rocks outcrop or lie close beneath these soils.

The Mountain regions have a rough surface with both narrow and wide valleys. There is a corresponding greater exposure of solid igneous and metamorphic rocks.

Rocks — The exhibits in Hall II are arranged to conform with the physical classification of rocks as igneous, sedimentary and metamorphic.

"Igneous rocks" are defined as those which solidify from a molten state. The simplest example is lava from a volcano.

"Sedimentary rocks" are those formed by the breaking into grains or fragments or solutions of older rocks, and their transportation, deposition, usually by water, sometimes by air currents. Examples are our sands and clays.

"Metamorphic rocks" are either of the above two classes which may have had their texture or composition changed by exterior agencies such as heat and vapor and pressure of folding rocks. These are generally characterized by striation or banded mineral color arrangements.

Subsidiary to the above arrangements the rocks are arranged according to identity as based upon their general chemical or mineral composition.

Still further arrangements call attention to uses of rocks, as for building stones and pottery, or to peculiarities such as flexible sandstone and petrified wood. In this sandstone, parts have been dissolved out leaving it porous but with interlocking grains which hold together even when bending. In the petrified wood, mineral matter in water solutions has filled open pores of the wood and later filled voids left by decaying wood fibers.

Of igneous rocks, the granites are of light color and made up of varying amounts of the minerals known as quartz and felspar (Case I). Minor amounts of other minerals - such as black or white mica - may also be present. Of the other extreme are such igneous rocks as "trap" or diabase, which is a mixture of heavy and dark colored ironbearing minerals, which are in such minute crystals that one has to peer thru a microscope to identify the individual minerals. Narrow ledges of this cut our fields and woods in central North Carolina.

The largest granite quarry in the United States is at Mount Airy, in Surry County. We have other granite quarries at Salisbury, (see column), Rolesville, Wilson, Henderson, and in Raleigh is an old quarry from which the rock was taken to build the State Capitol. Wakestone and other stone buildings here are of local granite. Monuments, crushed stone and building blocks are produced.

Limestone is dropped from solutions as sedimentary rock. We have limestone quarries which produce crushed rock and limes for soils. Lime is also used for mortars, cements and in metallurgical furnaces. Crystallized or metamorphosed limestone is the blue and white marble found in Cherokee County (see double columns). Clays and shales (dropped as sediments) are likewise of importance for making brick, tile and pottery. Brown sandstones (sedimentary) are found in the Deep and Dan River basins of central North Carolina, but these are not desirable as building stone. With them are coal beds formed by buried and metamorphosed masses of vegetation. These coals are little used because much better coal deposits are found elsewhere.

It is well to remember the following definitions:

Rock: Any naturally formed aggregate or mass of mineral matter constituting an essential and appreciable part of the earth's crust.

Mineral: An inorganic portion of the earth's crust which has a definite chemical composition and, under favorable conditions, a regular crystal form.

Note: The Museum is open free every week-day from 9 A.M. to 5 P.M. On Tuesday and Thursday mornings the Junior League of Raleigh furnishes free guide service to school groups. Other days may be arranged by appointment.

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YOUR VOCABULARY — Do you know the meaning of the underlined words in the following sentences?

Although Bob Feller is a promising young pitcher, he is sometimes erratic.
The artist specialized in painting inanimate objects.
Clarity and forcefulness are two essentials of good public speaking.
Machinery has supplanted hand labor to a great extent.
The speaker's insipid remarks were boring.
Everyone hopes for the day when nations will settle their disputes by amicable methods.
A scientist performs experiments to substantiate his theories.
Poverty failed to break Benjamin Franklin's indomitable spirit.
Investigators are charging Richard Whitney with duplicity in his New York brokerage business.
The development of national economic and social planning is in an embryonic state.
Some people make a fetish of dress. - The American Observer.

WHAT THE SCHOOLS ARE DOING

HOPE VALLEY SOUND SYSTEM

How a school can make good use of a sound system is indicated by what is being done in the Hope Valley School in Durham County. Note that the system is being used not only as a receiving outfit for keeping in touch with the happenings of the world, but as a practical and efficient teaching device. But let Miss Lucelle Meares, Senior Class Advisor and Albert H. Best, Jr., Principal of the School, tell about its use.

"A daily use of the sound system is the giving to the classrooms of grades six through eleven the morning press radio news. This news report is then followed by a member of the high school who gives to the rooms the news of a more local character, especially as it pertains to Durham County and city and to the Hope Valley school. Each local reporter is criticized, on a school form made for the purpose, by each teacher daily on the following points: voice modulation, articulation, pronunciation, choice of words, and selection of news items.

"At present the Hope Valley school is presenting over the Durham Radio station WDNC at five o'clock each Thursday afternoon an educational question and answer game "Answer Me This". Rehearsal for these radio programs is done through the school's sound system.

"Opportunity is given from time to time for various groups of the school to prepare and present over the sound system brief radio scripts and radio plays. At regular intervals outstanding pupils are selected from the primary and grammar grades of the school because of ability in oral expression and these pupils read over the sound system for the benefit of the other pupils who are in their respective classrooms.

"Another use made of the sound system is the picking up from time to time and relaying to the interested classrooms the various outstanding radio programs such as the president's inaugural, international rebroadcasts from foreign countries, the CBS Radio School of the Air, the NBC Walter Damrouch Musical Hour, the North Carolina state department of education radio programs, as well as an occasional world series baseball game. By using the speakers in the classrooms there is saved the time and trouble incident to moving into the auditorium or some other place where only one radio may happen to be installed. At the conclusion of the program the class is ready to resume work just where it may have been left when the program began."

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NURSERY SCHOOL FOR INDIAN CHILDREN

A WPA Nursery School for Indian children has been opened at Pembroke. Thirty children from two to four years of age are enrolled. These boys and girls join wholeheartedly in their supervised play activities and seem to enjoy being together in a group. Lunch is served every day. Then after lunch, each child takes a nap on the cots which are part of the Nursery school equipment.

Many of the children have gained in weight since they have been coming to the school. All of them receive careful medical attention; twenty physical examinations were given during February.

Miss Rose L. Mills is State supervisor of the WPA Nursery schools. Her assistant is Miss Pauline Hambright, who has recently joined the staff of the WPA Education Program. At the present time there are eighteen WPA Nursery Schools in North Carolina.

CLEMMONS SCHOOL IN FORSYTH HAS FIRST AID CLASS

"Student first aiders in cooperation with the regular school nurse have", according to Theodore Rondthaler, principal of the Clemmons School, Forsyth County, writing in the HEALTH BULIETIN for March, "now become such an established feature of our daily routine that it is hard to recall how we formerly managed without them."

It was five years ago, according to Principal Rondthaler, when the county board of health first offered a course in American Red Cross first aid to any high school pupil who wished to take it. After meeting twice a week for about eight weeks of training in accident prevention and first aid to the injured, the class is ready to render their services and eager for someone to aid.

And in Principal Rondthaler's words, "Someone to aid was not far to seek: We simply turned over to these students, and have continued to turn over to them, all school and playground first aid work not handled by the county nurse on her regular visits, and in this they found ample outlet for their energies. Each 'first aider' serves for one week, is on duty at all recesses, during one specified period in the morning, and at any other times when called in emergency. A schedule of the first aider's whereabouts during the day is prominently posted, so as to make possible a quick contact in case of urgent need. The system has worked smoothly from the start and has never needed material change.

"We are just preparing to give our newest class of first aiders their apprenticeship, which consists for each of them of an eight weeks' course, followed by one day's service under the guidance of one of last year's aiders. Thus the organization feeds itself, and if our hopes are realized, will continue to do so as long as children on school playgrounds fall down, skin knees, bark knuckles, bump heads, stub toes, and in general make abrupt contact with Mother Earth".

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MILL SPRING ELEMENTARY SCHOOL (POLK COUNTY) HAS SHOP WORK

Through the generosity of several private citizens a completely-equipped manual training department has been established in the Mill Spring Elementary School in Polk County. Youngsters ranging from 11 to 14 years of age are given training in the use of all kinds of hand tools as well as standard power tools of well known makes: band saws, jig saws, sanders, jointers and lathes.

According to Principal W. H. McDonald, the students are first coached in the use of the square and rule, and 11-year old boys with only a few lessons are able to read the square and cut a piece of timber to exact dimensions with hand tools. After being trained in the use of the calipers and micrometers, they are then allowed to use the simpler power tools, being confined to such work as turning chair rungs, later to baseball bats, potato mashers, and wooden mallets.

The class started with six boys in December, 1937, and there are now 18 in two classes including two girls. Earl Parker of the Tryon Toy Makers is instructor of these pupils.

VOCATIONAL EDUCATION

EDUCATIONAL PROGRAM FOR ENROLLEES OF C.C.C. CAMPS

Under the direction of the Director of Vocational Education, North Carolina teachers of vocational agriculture are cooperating with the Civilian Conservation Corps Camps of the State in carrying on an educational program in agriculture for the enrollees of the camps. The report of the cooperation of the Durham County teachers of agriculture with the C.C.C. Camp in that county is typical of the programs throughout the State:

"The vocational agricultural teachers of Durham County are privileged with working with the local C.C.C camp again this year. We feel that in our efforts last spring we have received something that only those who put forth their best for the boys enrolled there can receive. We are convinced that the boys there are deserving and the work we give them appreciated and that our efforts are not in vain.

"This year, in addition to the three vocational agriculture instructors: Mr. A. E. Williams of Oak Grove, Mr. C. M. Allen of Bahama and Mr. J. M. Hagy of Lowes Grove, we are fortunate in securing the services of Miss Bessie Starlings, home economics teacher at Oak Grove, who will teach a class in personal grooming and consumer education. We feel that by the addition of Miss Starlings, we increase interest and efficiency in our program.

"The course as outlined for the agricultural instructors follows: Mr. Williams - The value of an Education, Shall I be a Farmer, Selecting the farm, Buying vs Renting a Farm, Getting Started in Farming, Farm Layouts, The home grounds and Beautifying the homestead. Mr. Allen - Raising the family income, Conserving family life, Types and breeds of livestock, Approved Feeding practices, Pastures and forage crops, Controlling livestock disease, Care of the family cow and Farm poultry production. Mr. Hagy - Crop adaptation and their culture, Fertilizers and the application methods, Improved tillage methods, Harvesting and marketing crops, Repairing farm machinery, Woodworking facts of value and Handy home-made devices.

"Each teacher and his course of instructions covers a period of two months, meeting Tuesday evenings at 7:30 o'clock."

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CENSUS FACTS FOR SCHOOLS

The Bureau of the Census, Washington, D. C., has available for free distribution while the supply lasts summaries of the 1935 Farm Census, which might be useful for teachers of agriculture.

These releases cover a variety of subjects, as follows: corn, wheat, cotton, sugarcane, rice, oats, tobacco, hay, annual legumes, flax, vegetables, rye, barley, sweetpotatoes, sugar beets, Irish potatoes, sorghums, principal fruits, strawberries, tung-oil trees, cattle, swine, horses, mules, goats, chickens, turkeys, cows, sheep. U. S. farm information for the following titles are available: general summary, uses of land, color-tenure, population, farm labor, farm dwellings, farm migration, size of farms, years on farm, farm mortgages and condensed crop summary. State and county releases for the following titles are also available: State milk, population, poultry, vegetables, state story and county story.

The North Carolina population bulletins are obtainable from the Supt. of Documents, Washington, D. C., at the following prices: First series 5¢, second series 10¢; or Volume I (First Series) for all states at $2.50; Volume II (Second Series) also at $2.50, and Volume III (Data by subjects) at $1.75.

RECENT BOOKS

PRIMARY GRADES

Hill. Big, Little, Smaller, and Least. Stokes. $ .84.
The story of four little girls and their everyday doings. Attractively illustrated.

Leaf. Story of Ferdinand. Viking. $ .75.
The delightful story of a bull who would not fight. The line drawings are charming.

Straub. Biff, the Fire Dog. Lyons. $ .62.
Simply told story of fire protection, with the pet of the firemen as a leading character.

Winchell. Jocko. Whitman. $ .78.

GRAMMAR GRADES

Brewton. Under the Tent of the Sky. Macmillan. $1.50.
An outstanding collection of poems about outdoor things.

Carr. Peggy and Paul and Laddy. Crowell. $1.39.
The story of two modern children and their pony which should delight modern youngsters.

Olcott. Erik and Britta, Children of Flowery Sweden. Silver. $ .79.
Well illustrated story of a Swedish boy and girl which gives a picture of their country.

White. Nancy Alden. Houghton. $1.38.
The everyday good times of a nine-year-old are well told in this story.

HIGH SCHOOL

Brockman. What Is She Like? Scribner. $ .95.
A personality book which is primarily for girls.

Bugbee. Peggy Covers the News. Dodd. $1.81.
A novel which shows the various phases of newspaper work of a young reporter.

Davis. No Other White Men. Dutton. $1.50.
A well told story of the Lewis and Clark expedition.

Finger. A Dog at His Heels. Winston. $1.46.
A fine story of the devotion of dog and master, set in Australia and South America.

Prices given are those quoted by the North Carolina Education Association. They represent a substantial discount from the publisher's price.

LAWS, OPINIONS, RULINGS

EAST SPENCER V. ROWAN COUNTY

The following is a summary of the East Spencer v. Rowan County, the Board of Commissioners of Rowan County, and the Board of Education of Rowan County case brought before the Supreme Court on appeal and filed November 24, 1937. The Court reversed the decision of the lower court.

1. Schools - County board of education has no jurisdiction over or duty in respect to maintenance of schools in special charter district.

Where a school district with boundaries practically coterminous with an incorporated town is created by the private act incorporating town, ch. 74, Private Laws of 1901, and thereafter the act of incorporation is amended by striking out the provision in regard to the school district and inserting in lieu thereof an act requiring the board of alderman of the town to elect a school committee, and giving such school committee complete supervision over the schools of the district and the right to receive all school funds allotted from the State or the county, ch. 70, Private Laws of 1923, the amendment constitutes the district a special charter district within the meaning of sec. 3, ch. 136, Public Laws of 1923 (N. C. Code, 5387) and an indebtedness incurred by the district for schools therein erected without the approval of the board of county commissioners or the county board of education is a debt of the district and not of the county, and said boards properly refused a demand of the district to build said schools, the said boards having been relieved by the act creating the special charter district of any duty in respect to and all jurisdiction over the schools in the district.

2. Schools: Counties. - County has discretionary power to assume special charter district debt incurred for constitutional school term.

By virtue of N. C. Code, 5599, the board of education of a county, with the approval of the board of county commissioners, has the discretionary power to assume the indebtedness of a special charter district of the county when such indebtedness was incurred by the district for the purpose of constructing and equipping schools necessary for the maintenance of the constitutional school term therein.

3. Same: Mandamus - County may assume debt of school district in its discretion, but mandamus will not lie to compel it to assume debt of one district when it has not assumed debt of other districts.

The power of a county to assume the debt of a special charter school district, when such debt was contracted by the district for the erection and equipment of schools necessary to the maintenance of the constitutional school term therein, is a discretionary power, and mandamus will not lie to compel the county to assume such debt unless the district shows a clear legal right to have the county assume such debt by showing that the county had assumed the debt of other special charter districts within its boundaries, and where there is no finding by the jury, or by the court with the consent of the litigants, that the county had assumed like debts of other districts of the county, mandamus proceedings against the county should be dismissed, and a finding that the county, in the exercise of its discretion, had from time to time appropriated and paid to other districts money in aid of such districts in the construction and equipment of schoolhouses therein, or as partial payments on the indebtedness of such districts, is not a finding that the county had assumed the indebtedness of said districts, or any part thereof.

IN DEFENSE OF YOUTH

We call them wrong! God pity us, the blind,
Imputing evil as our grandsires did
When we explored new realms with feet and mind,
Uncovering what old fogies damned and hid!

The dreams, the wanton fantasies are there,
As you and I once knew them, loved them, till
We came to staleness and to foolish fear
Lest something change, be different, jolt our will!

'Tis life they seek, not sin, no sordid thing,
But joy in health and beauty, and in all
The urge of thrilling bodies that would sing
And freely dance with laughter at earth's call.

Let's laugh with them, full knowing that when tried
By Truth and Duty, Youth is on God's side.

- Robbins Wolcott Barstow.

LIBRARIAN,

N. C. STATE LIBRARY,

RALEIGH, N. C.



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NORTH CAROLINA
STATE LIBRARY

VOLUME 2 NUMBER 9

May, 1938

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

NORTH CAROLINA
STATE LIBRARY

VOLUME I NUMBER 9

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NORTH CAROLINA

PUBLIC SCHOOL BULLETIN

Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

May 6, 1938

To Superintendents, Principals and Teachers:

In Re: Year's Work

At this time of the year, when many of you are in process of closing or have already completed your work for the term, I wish to make this brief statement:

The public schools, it seems to me, have been more successful than they have ever been before. There has been less criticism and less complaint from the public than any year during my experience in school work. I, personally, am very happy about this, and I feel that you as teachers, principals and superintendents are to be congratulated on the part you have played in making this a fact.

I am not saying that the operation of the schools has been entirely free from unpleasant situations or petty annoyances to each of you, but I believe that, generally speaking, school spirit has been better among the patrons of the schools and that the year's work has been very successful.

I wish for each of you a pleasant vacation, and I hope that we may all work together next year for an even greater improvement in the public schools of our State.

Very truly yours,

Clyde A. Erwin
State Superintendent Public Instruction

NORTH CAROLINA

PUBLIC SCHOOL BULLETIN

Volume II May, 1938 Number 9

Issued monthly by the State Superintendent of Public Instruction, Raleigh, N.C.

Quotation: There is more educational value, more acquisition of power and of correct intellectual habits in a thorough mastery of a few subjects than in a superficial knowledge, a mere smattering, of many. - J. Y. Joyner, formerly State Superintendent of Public Instruction of North Carolina, 1902-1918.

EDITORIAL COMMENT

TO HIGH SCHOOL GRADUATES

Approximately 25,000 boys and girls will finish the high schools of the State within the next few weeks. Each one of you will be faced with new questions: Will I go to college, or some other educational institution? Will I seek a job? If the latter, what will I do if I cannot find a job? Perhaps, many of you have already answered one of the first two of these questions, and will not be confronted with the third. Perhaps, as you should, you have been making plans about what you are going to do at the end of your high school days. There are some of you, however, who for certain reasons have not decided what you will do when you graduate from high school. Your answers to these questions will depend upon circumstances, and you should give a great deal of thought to the whole situation before you finally answer them. Perhaps you should read certain articles or books, or have a serious talk with your parents, your principal or teacher, or some of your close friends before coming to a final conclusion.

An article entitled "When You Finish School" in THE AMERICAN OBSERVER for April 25, 1938, gives some timely advice along this line. The number of the Research Bulletin, referred to elsewhere in this publication, gives some information that might prove helpful to those planning on going to college. Then, too, there are certain books on guidance and occupations which no doubt you will find in the library. Learn as much as you can about the occupations and vocations of people, especially those upon which you look with the most favor, and then decide what your life work will be. If it takes a college education to prepare you for that vocation, set your goal with that end in view. Regardless of whether you go to college or not, PREPARE YOURSELF FOR YOUR LIFE'S WORK. Resolve to do something.

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BEGINNERS DAY PROGRAMS

At this time of the year attention is also centered on those children who will enter school for the first time next year. "Beginners' Day Programs", as they are called, are being held under the joint sponsorship of the State Board of Health and the State Department of Public Instruction. The purpose of these health clinics is to make a physical examination of these children and to get other information concerning their mental and social lives. The results of such programs enable the parents to remedy any physical defects before school opens, and provides the teacher with helpful information in her efforts to meet the needs of the children. We believe such programs are helpful to both children and teachers.

RALEIGH MAKES 38

On Monday, April 25, the citizens of Raleigh by a 1,374 majority voted a 17-cent property tax levy to supplement the State funds for the operation of the public schools in that unit. Ostensibly this is what was done. But as a matter of fact Raleigh voted, according to Supt. Gaddy:

(1) To add another month to the school term
(2) To add the twelfth grade to the course of study
(3) To decrease the teaching load with the employment of additional teachers
(4) To give better sanitary facilities to the children and teachers
(5) To provide more library and instructional materials, and
(6) To improve the investment in the school property by better upkeep and maintenance and thus safeguard the lives of the children

In short; Raleigh cast an affirmative vote for Better School for Raleigh's children, the future citizens of the State.

The BULLETIN wishes to congratulate Raleigh on taking this forward step. We have a feeling that the taxpayers will be repaid in many ways, and that the reputation of the city as an educational center will be enhanced thereby.

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MORGANTON VOTES TO USE FUNDS FOR BAND AND ATHLETICS

On April 5, the citizens of Morganton voted overwhelmingly to use a part of the local district funds raised from a levy authorized two years ago for the maintenance of a high school band and for athletic programs in all the schools. This is news, because it is unusual, an exception. But why should this be so, we ask? Even under the names "music" and "physical education", it would be very difficult for many communities to make provision for these two school activities. Truly, as the Winston-Salem Journal intimates in its editorial of April 7, "the belief has been growing throughout the State in recent years, that music and well-organized athletic programs are fundamental courses and not of the 'frill' variety."

And that editorial continues, "During the next few years, we may witness the remarkable phenomenon embraced in the turning of our school systems upside down, with some 'extras' becoming the fundamentals and fundamental subjects becoming, in a sense, the extras.

"Educators now face the fact that the stone which the builders rejected in many instances has become the key stone of the arch. Hence, to many, music becomes of more vital importance than algebra; and mechanical drawing has more meaning than Latin.

"Hence, the greater economy in the operation of a school system today would appear to lie in the evolving of a flexible program involving training both for citizenship and for vocational pursuits, with an eye ever fastened upon the progress of science and the arts. Any community where citizens realize this and act upon it is highly fortunate."

We join with the JOURNAL in saying "Congratulations, Morganton."

NOTES AND ANNOUNCEMENTS

BOY SCOUTS TO HAVE JUBILEE AT CHAPEL HILL

The University of North Carolina is sponsoring the Carolina Boy Scout Jubilee to be held on the campus at Chapel Hill, October 6 to 9, 1938. This is the second event of this kind to be conducted there - the first one having been held in 1935.

Scout Patrols and Troops from the Carolinas will be selected by their local Scout Executives and Scout Councils to participate. On the opening day they will trek to Chapel Hill under the leadership of their Scoutmasters. On the campus the Scouts will pitch their tents and set up model Scout Camps - and live like pioneers, except their meals will be served in Swain Hall as a convenience.

The program of activities will include a giant Scout-o-rama on the second night, which will be staged in Fetzer Stadium. This promises to be the largest Scout show ever presented in the South. Other features will include a Camporall Demonstration, a tour of the University, attendance at the Carolina-Tulane football game, a great Fellowship Campfire, and a convocation Sunday morning.

Local Scouts, Scout leaders and community leaders will be eager for every possible Scout who can quality to share in this very worthwhile and educational project, which will promote a finer appreciation of Scout trained students in our public schools. Scouts, Scout leaders, teachers, and others desiring information about the Jubilee should get in touch with their local Scout Council Office.

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THE CAROLINA INSTITUTE OF INTERNATIONAL RELATIONS

The Carolina Institute of International Relations, which is under the joint auspices of the American Friends Service Committee and the University of North Carolina, will be held June 13-22, 1938, at Chapel Hill. The Carolina Institute continues the Duke Institute, which operated for five years and which for lack of accommodations could not have the Institute this year.

The Institute provides an intensive survey of the crucial problems of international relations today. The aim is to afford opportunity for the presentation and discussion of the political, economic, and religious phases of these problems. Ways and means of developing effective programs of community education in world affairs is an important objective.

The Institute offers ten days of lectures, discussion, fellowship, and recreation to teachers, ministers, adult education leaders, students, to members of young people's groups, men's service clubs, church organizations, and to others interested in peace and in the study of international relations. The program will consist of morning class periods, afternoon conferences and recreation, and evening lectures. The University Library, swimming pool, and other facilities will be available to members of the Institute.

The cost of registration, tuition, and room rent for the ten-day period will be $7.50. Meals may be obtained at very reasonable rates making the minimum expense fifteen dollars. For further information, write either to R. M. Grumman, Chapel Hill, N. C., or to Mrs. Raymond Binford, Guilford College, N. C.

HIGH SCHOOLS ON S.A. ACCREDITED LIST

There are a total of 52 high schools, 37 public and 15 private, on the accredited list of the Southern Association of Colleges and Secondary Schools. Five of the 52, Albemarle, Burlington, High Point, Lenoir, and Rockingham were added this year. The complete list is as follows:

Public

Albemarle
Asheville
Badin
Buie's Creek
Burlington
Chapel Hill
Charlotte
Concord
Durham
Fayetteville
Goldsboro
Greensboro
Greensboro (Curry)
Greenville
Hamlet
Hendersonville
High Point
Kings Mountain
Lenoir
Lexington
Lumberton
Monroe
Morehead City
Morganton
Mt. Airy
New Bern
New Hanover
North Wilkesboro
Roanoke Rapids
Rockingham
Rocky Mount
Salisbury
Southern Pines
Winston-Salem (Hanes)
Winston-Salem (Reynolds)
Winston-Salem (South)
School for Blind, Raleigh

Private

Academy of St. Genevieve, Asheville
Asheville School, Asheville
Belmont Abbey, Belmont
Blue Ridge, Hendersonville
Christ School, Arden
Fassifern, Hendersonville
Mars Hill, Mars Hill
Montreat Normal, Montreat
Oak Ridge, Oak Ridge
Peace, Raleigh
Pineland School for Girls, Salemburg
Sacred Heart Academy, Belmont
Salem Academy, Winston-Salem
St. Mary's, Raleigh
Valle Crucis, Valle Crucis

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RECENT CONTEST WINNERS

Two 12-year old girls, Wanona Rash and Fern Templeton, from Union Grove High School, Iredell County, won the Statewide debating championship recently held at Chapel Hill. The girls upholding the negative side of the question of whether the states should adopt a unicameral legislative, debated two 16-year old boys from the Salisbury High School.

Last year's winner was Weldon which placed both its teams, affirmative and negative, in the finals.

Winners of academic contests conducted by the University of North Carolina Extension Division during the year have been announced, as follows:

French - Eugenia Baynes, Reynolds High School, Winston-Salem
Physics - Paul Barringer, Sanford
Charles Phillips, Southern Pines
Latin - Lelia Lawrence, Durham
Spanish - Dorothy Jackson, Rocky Mount
Newspaper - The Hi-Rocket, Durham

FEDERAL AID FOR EDUCATION

Word has come from Washington that a new bill on Federal Aid for Education has been introduced in Congress. In the Senate this is numbered S. 419 and in the House H. R. 10340. The Bill was introduced by Senator Thomas of Utah, in his capacity as Chairman of the Committee on Education and Labor, as a substitute for the Harrison-Fletcher Bill, S. 419, which had been introduced during the first session of Congress and had been reported out of the Committee and put on the calendar. The bill in its present form is based on the Report of the President's Advisory Committee on Education, frequently referred to as the Reeves Report. The bill as it now stands is known as the Harrison-Thomas-Fletcher Bill. Information as to the financial aid proposed in the Reeves Report is printed in the April 1938 issue of this BULLETIN, page nine. Representative Graham A. Barden from North Carolina is a member of the House Committee on Education. Expression of interest in the bill will be helpful to Representative Barden in learning the sentiment in the State in regard to the bill on Federal Aid for Education. Other Representatives and Senators would also appreciate knowing the attitude of the State toward the bill.

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SCHOOL LIBRARIANS

The new library standards for high schools will become effective at the close of the session 1938-39. Attention is called to this now so that superintendents and principals may plan definitely to meet the new standards as follows:

Book Collection - A minimum of three books per pupil selected from approved lists.

Librarian - One teacher assigned to the library who has had training in library science at a college offering such courses. Attention is called to this item especially since it is probably wise that an interested teacher be urged to attend summer school to secure this training.

1. Schools with 6-8 State allotted teachers - One teacher with a minimum of six semester hours in library science assigned to the library two consecutive periods daily.

2. Schools with 9-12 State allotted teachers - One teacher with a minimum of 12 semester hours in library science assigned to the library half of school day.

3. Schools with more than 12 State allotted teachers - One teacher with a minimum of 24 semester hours in library science assigned to the library full time.

A complete statement of Library Requirements for Accredited High Schools is printed in the North Carolina School Library Handbook, copies of which were sent to the superintendents in the fall of 1937 for distribution to each school.

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LOWELL SCHOOL EXHIBIT

The Lowell School recently had a most interesting school exhibit which included all grades, elementary and high school. Numbers of patrons visited the school to see the exhibits, and teachers from the county and other counties visited the school. The Charlotte Observer called attention to the exhibit and praised the work of the pupils very highly.

NORTH CAROLINA WINNER GORGAS ESSAY CONTEST

The State prize of $10 for the best essay in the ninth annual Gorgas Essay Contest recently completed was won by William Warren, Jr., of the Lee H. Edwards High School of Asheville according to a report to Superintendent Erwin by Dr. George Crile, President of the Gorgas Memorial Institute. The title of this year's essays was "The Achievements of William Crawford Gorgas and Their Relation to our Health."

The winning essay by William Warren, Jr., will compete in the National Contest for a first prize of $500, a second prize of $150 and a third prize of $50. The first prize winner will also receive a travel allowance of $200 for the expense of a trip to Washington to receive the prize, which will be presented by the President at the White House. Judges of the North Carolina contest were: the State Health Officer, the State Superintendent of Public Instruction and the Secretary of State.

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BERGEN JUNIOR COLLEGE OFFERS SCHOLARSHIP PROPOSAL

In order to acquaint all sections of the country with its advantages, the Bergen Junior College, located in Teaneck, New Jersey, six miles from the George Washington Bridge, is giving two scholarships, one for men and one for women, to each state in the Union. These scholarships are worth $250 a year and carry with them an additional educational feature - an $80 trip to Bermuda during the spring vacation. This college offers the first two years of all general college courses such as arts and sciences, engineering, medicine, dentistry, law, domestic sciences, etc. Besides that, it offers terminal courses in secretarial work, medical secretarial work, dental assistant, art, music, home economics, and dramatics. The total cost of the year's education at Bergen, including board, room, tuition and fees is $1,000, with a few rooms at $900.

Rules under which these scholarships will be selected have not been received, but students interested in securing the scholarship should apply to their high school principals, who in turn will present the applications to the State Superintendent of Public Instruction.

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CAROLINA BOOK FAIR

Under the sponsorship of the Charlotte Woman's Club, the Charlotte Public Library, The Charlotte News, and The Charlotte Observer, the Carolina Book Fair is to be held in Charlotte May 4-7. The Book Fair will be opened on Wednesday evening, May 4, at the Charlotte Municipal Auditorium. There are to be thirty-five large exhibits, mainly from publishers, which should prove of interest to everyone interested in books and reading. Many authors will be present, including Paul Green, Allen Tate, Legette Blythe, Mary Bledsoe, Thomas Wolfe, Marian Simms, and Phillips Russell. There will be addresses, teas, and receptions; and a high light of the exposition will be a symposium on Southern Literature. Officials say the event is the first of its kind in the South.

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COLTRANE SCHOOL CONCORD

The fourth grade of the Coltrane School, Concord, has been "written up" twice recently for its interesting study on Books and Authors. The March issue of the North Carolina Education carried a full article about their work. The May 1938 issue of Young Wings published by the Junior Literary Guild, which has a national circulation, also had a story about the activities of this grade.

SAFETY AWARDS IN CASH

For the purpose of encouraging the adequate teaching of traffic safety and interest in the subject by students, C.I.T. Safety Foundation for the second year is offering cash awards totalling more than $2,000.00 to high school and college students and school teachers. Entries to be considered for this year's awards must be submitted before June 30, 1938.

According to the rules and regulations set up by the Foundation the acceptable material for consideration and cash amounts to be awarded to students and teachers are as follows:

High school students: "for the best original essays of not more than 750 words on one phase of good 'Motor Manners' from the driver's or pedestrian's viewpoint: first, $100; second, $50; third, $25; next fifteen, $10 each."

College students: "for the best original theses of not more than 5,000 words on the subject of traffic safety with attention given to a thorough knowledge and coverage of one phase of the traffic safety problem and phrased simply enough to permit possible publication: first, $500; second, $250; third, $100; two honorable mentions, $50 each."

School teachers: "for the best and most complete original plans of teaching traffic safety, based upon originality, general effectiveness, and possibility of adoption as national educational feature, as borne out in actual classroom practice: first, $500; second, $250; third, $100; fourth, $50; four honorable mentions, $25 each."

The C.I.T. Safety Foundation is sponsored by C.I.T. Corporation, leading national automobile sales finance company. Complete details of these awards will be sent to those interested, who address their request to C.I.T. Safety Foundation, 1 Park Avenue, New York City.

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W.P.A.RECREATION REPORT FOR MARCH

A total of 342,901 children and adults attended recreation activities during the month of March, it is learned from the Report of the State Director of W.P.A. Recreation. There were 163 units, 132 for white people and 31 for Negroes, the report showed.

As an indication of the type of work carried on in these units, the following excerpt from a report of one of the area supervisors is presented:

"Our creative work has been confined largely to the use of very simple materials and in most cases those without cost. Baskets and mats of honeysuckle vine; boutonnieres of cones, pods and nuts; dolls from peanut and corn shucks; animals of every conceivable material; clay models; gourd ornaments; puppets; free-hand drawings; original stories; poems; plays; and in one center, a very original dance.

"Hiking has been another popular activity, and much more interesting since most of the hikes have also been occasions for gathering unique materials to be worked into our creative crafts programs. Community night programs, candy breaks and singing bees still hold the interest of the groups in rural centers."

JUNIOR AUDUBON CLUBS

Membership of school children in Junior Audubon Clubs is being encouraged by the National Association of Audubon Societies as a way of stimulating appreciation of birds and interest in their protection. During the school year of 1936-37, more than six thousand such clubs were organized with 170,210 children enrolled as members. Since the inception of the Club plan, over 5,500,000 children have enrolled.

Ten or more children may form a Junior Audubon Club, each bringing to the teacher or leader a fee of ten cents. Each child will receive six bird pictures, with six outline drawings which may be colored. With these pictures are sent six four-page leaflets written by well-known authorities on bird life. Each Club member also received an attractive Audubon button, which serves as a badge of membership in the Club. This year's button displays the Yellow-throat.

If twenty-five or more children form a Club, the teacher, leader, or Club itself receives free a year's subscription to Bird-Lore, the illustrated magazine of the Audubon Association.

Forming a Junior Audubon Club is a splendid way to vitalize natural science work, as well as awaken in the boys and girls appreciation of the beauty and economic value of our native birds.

Because of its endowment, the National Association of Audubon Societies is able to supply educational materials for nature study to teachers and children at approximately half cost. The address of the Society is 1775 Broadway, New York.

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CALLING ALL STAMP COLLECTORS

It has been recently announced by Postmaster General Farley that a new series of 31 postage stamps carrying portraits of all former Presidents except Hoover will be issued in the near future to displace the present regular series. A statute prohibits the likeness of any living person from appearing on stamps. The only pictures on the new series other than those of Presidents will be Benjamin Franklin's on the half-cent stamp, Martha Washington's on the one and one-half cent stamp, and the White House on the four and one-half cent stamp.

The new series will arrange the Presidents in the chronological order of their terms and omitting the ½-cent, the 1 ½-cent and the 4½ cent, the order up to the 21-cent stamp is indicated by the denomination of the stamp. The complete list, which includes 7 new denominationas, a 4½-cent, a 16-cent, an 18-cent, a 19-cent, a 21-cent, a 22-cent and a 24-cent stamp, follows:

1/2-cent, Franklin
1-cent, Washington
1 1/2-cent, Martha Washington
2-cent, John Adams
3-cent, Jefferson
4-cent; Madison
4 1/2-cent; White House
5-cent, Monroe
6-cent, John Quincy Adams
7-cent; Jackson
8-cent, Van Buren
9-cent; Wm. H. Harrison
10-cent; Tyler
11-cent; Polk
12-cent, Taylor
13-cent, Fillmore
14-cent, Pierce
15-cent; Buchanan
16-cent, Lincoln
17-cent, Johnson
18-cent; Grant
19-cent, Hayes
20-cent; Garfield
21-cent, Arthur
22-cent, Cleveland
24-cent, Benj. Harrison
25-cent; Wm. McKinley
30-cent, T. Roosevelt
50-cent, Taft
1-dollar; Wilson
2-dollars, Harding
5-dollars, Coolidge

READER'S DIGEST TO VALEDICTORIANS FREE

To encourage education as a continuous and expanding process, carried on long after the classroom is left behind, the Editors of The Reader's Digest offer to present to the Valedictorian of each graduating class in senior high schools of the United States a year's subscription to that publication, beginning with the July issue.

To avoid confusion and duplication, subscriptions will be entered only at the written request of high school principals or school superintendents. Letters of request should contain the name and home address of the Valedictorian graduating from senior high schools, May or June 1938, to be honored, the name of the high school, and the name of the principal. They must be addressed to Valedictorian Dept., The Reader's Digest, Pleasantville, N.Y. Subscriptions will begin with the July issue (out June 24th). An inscribed Certificate of Award which may be presented at graduation exercises will be mailed to the principal.

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FROM HIGH SCHOOL TO COLLEGE

"From High School to College" is the title of the March, 1938, number of the Research Bulletin of the National Education Association. This bulletin reports a study of what is being done by high schools and liberal arts colleges to improve articulation between them. It seeks primarily to give a comprehensive overview of current guidance and orientation procedures.

This number of the Bulletin should be helpful to administrators and counselors of students both in high schools and in colleges. "It should", according to Willard E. Givens, Executive Secretary, the National Education Association, "encourage high schools carefully to reappraise their efforts in guiding students toward, or away from, college and in preparing those who go to college for the opportunities and responsibilities that will come to them."

Copies of this issue of the Research Bulletin may be obtained from the offices of the Association, 1201 Sixteenth Street, N. W., Washington, D. C., at 25¢ per copy.

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100 YEARS AGO

There are persons who constantly clamor. They complain of oppression, speculation, and pernicious influence of accumulated wealth. They cry out loudly against all banks and corporations, and all means by which small capitalists become united in order to produce important and beneficial results. They carry on mad hostility against all established institutions. They would choke the fountain of industry and dry all streams. In a country of unbounded liberty, they clamor against oppression. In a country of perfect equality, they would move heaven and earth against privilege and monopoly. In a country where property is more evenly divided than anywhere else, they rend the air shouting agrarian doctrines. In a country where wages of labor are high beyond parallel, they would teach the laborer he is but an oppressed slave.

Sir, what can such men want? What do they mean? They can want nothing, sir, but to enjoy the fruits of other men's labor. They can mean nothing but disturbance and disorder, the diffusion of corrupt principles and the destruction of the moral sentiments and moral habits of society. - From a speech made by Daniel Webster in the United States Senate on March 12, 1838 - SCHOOL BUSINESS AFFAIRS.

FACTS CONCERNING INSTITUTIONS OF HIGHER LEARNING

The following information concerning certain educational institutions of the State was taken from the February number of THE BETA CLUB JOURNAL:

Name and Location	Date Founded	Denom.	Class	Type	Degrees	1937-38 #Stu.	#Fac.
Boiling Springs, Boiling Spgs.	1928	Bapt.	Jr.	Co-ed	Dip.	223	13
Brevard, Brevard	1934	Meth.	Jr.	Co-ed	Dip.	400	25
Campbell, Buie's Creek	1887	Bapt.	Jr.	Co-ed	Dip.	---	--
Catawba, Salisbury	1851	Reform.	Sr.	Co-ed	AB,BS	432	34
Davidson, Davidson	1837	Presby.	Sr.	Men	AB,BS	671	42
Elon, Elon College	1890	Chris.	Sr.	Co-ed	AB,B Mus.	540	25
Flora Macdonald, Red Springs	1898	Presby.	Sr.	Women	(AB, BS (B Mus.	326	29
Greensboro, Greensboro	1838	Meth.	Sr.	Women	AB, BM	367	27
High Point, High Point	1924	M.P.	Sr.	Co-ed	AB,BS	420	25
Lees-McRae, Banner Elk	1900	Presby.	Jr.	Co-ed	Dip.	200	14
Lenoir-Rhyne, Hickory	1891	Luth.	Sr.	Co-ed	AB,BS	445	20
Louisburg, Louisburg	1802	Meth.	Jr.	Co-ed	Dip.	336	21
Mars Hill, Mars Hill	1856	Bapt.	Jr.	Co-ed	Dip.	663	30
Meredith, Raleigh	1891	Bapt.	Sr.	Women	AB,BS	571	42
Mitchell, Statesville	1856	Presby.	Jr.	Women	Dip.	190	13
Oak Ridge, Military, Oak Ridge	1852	Ind.	Jr.	Men	Dip.	220	14
Peace, Raleigh	1857	Presby.	Jr.	Women	Dip.	300	25
Pfeiffer, Misenheimer	1930	Meth.	Jr.	Co-ed	Dip.	151	16
Presbyterian Jr., Maxton	1929	Presby.	Jr.	Men	Dip.	97	9
Queens-Chicora, Charlotte	1857	Presby.	Sr.	Women	AB,BS	432	32
Salem, Winston-Salem	1772	Morav.	Sr.	Women	(AB,BS (BMus	950	60
Wake Forest, Wake Forest	1834	Bapt.	Sr.	Men	(AB,BS, (MA,LLB	950	60
Wingate, Wingate	1896	Bapt.	Jr.	Co-ed	Dip.	175	14

It is not known why the other institutions of higher learning of the State were not included in this list.

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COMMUNITY SCHOOL DAY - SOUTHERN DISTRICT

Community School Day for the Southern District of the WPA Education Program will be held in Charlotte on May 20th, with both State-Aid and WPA units cooperating. This will be held in the Armory. The morning session will be an in-service training period, led by Mrs. Elizabeth Morriss, State Director of WPA Education Program. During the afternoon, the Mecklenburg County Community Schools will be open for visitors. The program will close Friday night with a play by the students and a panel discussion on "Better Homes through Adult Education".

This Community School Day is a part of the Community School weeks planned for all the counties of the district. Catawba, Burke, McDowell, Rutherford, and Polk will observe May 8th through the 14th. Mecklenburg, Gaston, Lincoln, and Cleveland will have May 15th through the 21st. May 22nd through the 28th will be Community School Week for Union, Anson, Richmond, Moore, Cabarrus, Stanly, Montgomery, Rowan, Davidson and Randolph.

EDUCATION OF PERSONS SENTENCED BY THE COURTS

The table below shows by race the educational qualifications of persons sentenced by the courts to the Prison Division of the State Highway and Public Works Commission during the year which ended June 30, 1936:

Attainment Level	White	Negro	Indian	Total	Per Cent
First grade	39	127	1	167	.9
Second grade	250	572	4	826	4.7
Third grade	526	942	13	1,481	8.3
Fourth grade	868	1,100	15	1,983	11.1
Fifth grade	826	952	8	1,786	10.1
Sixth grade	745	820	11	1,576	8.8
Seventh grade	1,110	856	11	1,977	11.1
High school	1,825	1,264	14	3,103	17.3
College	104	37	--	141	.8
Unknown	1,268	3,490	53	4,811	27.0
Total	7,561	10,160	130	17,851	100.0

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EDUCATION OF PRISON COMMITMENTS

The following figures give the educational status of 2,400 commitments to the central prison (more serious crimes) between October 1, 1935 and September 1, 1937:

Educational Status	Number		Per Cent
No education		281	11.7
First grade	59		
Second grade	172		
Third grade	226		
Fourth grade	251		
Fifth grade	256		
Sixth grade	232		
Seventh grade	263	1,459	60.8
Eighth grade	237		
Ninth grade	169		
Tenth grade	90		
Eleventh grade	96	592	24.7
First year college	19		
Second year college	29		
Third year college	5		
Fourth year college	15	68	2.8
		2,400	100.0

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DRAMATIZED EXHIBIT ENDS PROGRAM IN AREAS 7 & 10

The culminating activity of the year's Adult Education Program for Areas 7 and 10 will be a Dramatized Exhibit, held at the new Guilford County Building at High Point on May 28th. Separate rooms will be used for exhibiting each phase of the work - literacy, general adult, parent education, nursery school, vocational and leisure time.

In the afternoon, the regular classes in these various phases will be open for visitors and teachers from other counties. At least 1,000 students are planning to attend.

FORUM CONFERENCE PASSES RESOLUTIONS

The conference of educational officials and others held in Raleigh on April 25 with a representative from the U. S. Office of Education passed the following resolutions:

1. That this conference go on record as endorsing the forum as a valuable form of Adult Education and that a long time program for promoting this type of education be projected for the purpose of making its advantages available to every community in the state that desires such a program.

2. That the State Superintendent of Public Instruction be requested to appoint a committee of five or seven members to cooperate with him in formulating a plan for a statewide program of forum education and necessary permissive legislation for its support.

3. That we endorse in principle legislation now pending in Congress to make Federal Aid for forums available under the Commissioner of Education.

It was also moved that Superintendent Erwin be requested to secure and tabulate information concerning existing forums in the State.

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HEALTH INSTITUTES VERY SUCCESSFUL

The Health Institutes conducted throughout the schools of the State under the joint sponsorship of the State Board of Health, the Extension Division of N. C. State College and the State Department of Public Instruction during March and April proved very successful. Thirty-four meetings were held at which a total of 7,749 teachers, principals and superintendents were present.

The following persons participated in these conferences: Dr. Roy P. Norton, physician, and Mrs. H. P. Guffey, nurse, of the State Board of Health, Misses Sallye Brooks and Mary E. Thomas, nutritionists, N. C. State College Extension Division, and Messrs. Highsmith, Spencer, Perry, Combs and Misses Parrott and Wetherington from the State Department of Public Instruction.

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DANGER FROM BLASTING CAPS

With the coming of summer, school authorities are again being asked to help warn children of the dangers of playing with blasting caps. A twelve-year appraisal of children injured by blasting caps shows that these accidents increase sharply during May and June; always reaching a peak in mid-summer when boys and girls are on vacation, with plenty of time to explore the out-of-doors. A word of warning now is certain to be of more value than one sounded at any other time of year.

Children most often find blasting caps in barns, hidden under porches, on cupboard shelves in their own homes, in and around stumps and boulders on farms, in quarries, and near road building and other construction work. Occasionally they are found in the most unexpected places. Last year at least 167 children, all under 16 years of age, and distributed among 39 states, discovered blasting caps and were seriously injured while playing with them.

SCHOOL PAPERS FOR THE YEAR

In the February BULLETIN a list of 67 school papers issued by the duplicated process was given. In the March number the names of 38 printed school papers were listed. In addition to those, it is learned that the following papers, making in all a grand total of 151, were issued by the schools during the current year:

AURELIAN SPRINGS HIGH SCHOOL NEWS, Aurelian Springs
AYCOCK-A-DOODLE-DOO, Greensboro
B.H.S. BRIGHT LEAF JOURNAL, Bethel
CLEVELAND COUNTY SCHOOL BULLETIN, Shelby
CRANBERRY HIGH LIGHTS, Elk Park
ELON HIGH-LIGHTS, Elon College
HI-LIGHTS, West End
L'ETUDIANT, Valdese
LILESVILLE ECHOES, Lilesville
NEWS LETTER, Robersonville
PEACHLAND HI-LITES, Peachland
PINE NEEDLES, Bethany School, Reidsville
PIRATES OF BATH HIGH, Bath
POLKTON AMATEUR, Polkton
SCRIBBLERS SPECIAL, Central School, Cumberland County
SMITHFIELD HIGH-TIMES, Smithfield
THE BALLS CREEK NEWS, Newton
THE C.H.S. THUNDERBOLT, Clayton
THE JOHN SMALL SCHOOL NEWS, Washington
THE MESSENGER, Sanford (Col)
THE OAK LEAF, Four Oaks
THE OWL, Stokes
THE PAMLICOAN, Washington
THE PLAINSMAN, White Plains
THE SAND SPUR, Dudley
THE SCRIBBLERS' MAGAZINE, Wilmington
THE SPOT-LIGHT, Hillsboro
THE SHOALS HIGH SCHOOL TRAIL BLAZER, Shoals
THE TORCH, Yanceyville (Col)
THE WEAVER, Cramerton
TIBER TIMES, Fayetteville
WACOVIAN, Sugar Grove
WILLISTON HERALD, Wilmington (Col)
? ? ? ? ? ? ? ? ? ?, Siler City

Printed

AYCOCK HI-LIGHTS, Kannapolis
BARKER, Burlington
BOONE HIGH LIFE, Boone
EAST DURHAM ECHO, Durham
FACTS AND FUN, Thomasville
JOHN CHAVIS HIGH LIGHT, Cherryville (Col)
THE BLUE AND GRAY, Statesville
THE BUGLER, Cameron
THE HI-ROCKET, Durham
THE MOUNTAINEER, Kings Mountain
THE S.L. SHEEP NEWS, Elizabeth City
THE TRAINING SCHOOL BANNER, Scranton (Col)
THE WHITE CANE, School for Blind, Raleigh

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MATERIAL ON INTERNATIONAL AFFAIRS

Material on international affairs for use in social study classes may be obtained from the Foreign Policy Association, 8 W. 40th Street, New York. Student membership in the organization, which provides the Foreign Policy Bulletin, one Headline Book a semester and certain additional privileges, is 60¢ a semester or $1.00 per academic year.

Headline Books contain important facts and background information about current international problems. The new Foreign Policy Bulletin, a four-page bulletin, gives the latest developments in national and international affairs. For further information about this material write the Association at the address given above.

STATE MUSEUM CIRCULAR

GEM STONES
HALL III

Since recorded history, man has been keenly interested in minerals suitable for personal adornment and for ornaments. Such minerals are known as gems or precious stones. This has played an important part in the development of the human race.

Primitive man chipped his first weapons and utensils from rocks or minerals. The Archeologist uses such material to interpret human life in early Paleolithic time or the rough-stone age. Man improved in working stone to shape and crudely polish them and there followed the Aeolithic time or smooth-stone age.

As man developed the ability to recover and use metals from mineral ores there came successively the stages known as the Copper, Bronze and Iron ages. When he found that coal would burn, the Coal age followed. Cutting and carving of gems dates back to several thousand years before Christ. Early peoples valued gem stones as seals and for medicinal and magic powers.

Minerals to have gem value must be durable, have beauty, be rare, and be in fashion. The beauty depends on its clearness, luster, fire and color. Some stones have all of these qualities and others only one or more, and so their value varies. You will recall that minerals "usually possess a definite crystal structure" or grouping of their component atoms. Gem minerals are cut and polished - frequently along crystal lines - to bring out their maximum fire and brilliancy. Of recent years, manufactured or artificial gems have come to be widely used as inexpensive jewelry.

In the surface of North Carolina are found more than 300 varieties of minerals. This area has been referred to as "Nature's Sample Case". Likewise, this is true of gem minerals. All the famed gem mineral collections of the world give prominence to choice specimens from this State.

In two central cases in Hall III are shown cut and uncut gems from North Carolina. In addition there are typical glass models to show some of the variations in cutting stones as practiced by the professional lapidarist. There is a glass replica of the Jonker's diamond - the last very large one found in South Africa - and glass replicas of gems which have not been found here.

The diamond, the ruby, the sapphire and the emerald are the more highly prized precious stones. Of course, the diamond is crystal carbon, the ruby and sapphire are clear red and blue corundum, and the emerald is a clear deep green variety of Beryl. Of these four, all have been found in our State. Authentic diamonds have been recorded from the following counties: 3 each in Burke and McDowell; 2 each in Franklin, Mecklenburg and Rutherford; and 1 each in Cleveland and Lincoln - a total of 14.

Consult your State map and you see that all of these came from the foot-hills of the Blue Ridge, with the exception of the two stones found at the Portis Gold Mine in Franklin County. Diamonds as such have never been mined for in this State, but they have been found incidental to other mining activities. The Museum specimen here is a small uncut stone which was found in Burke County. Many other stones have been reported as diamonds, but most of them proved to be less valuable minerals. At times, clear Beryls or clear Quartz have been cut and sold locally as "N. C. Diamonds".

Rubbies and Sapphires have been found in this State - along with other Corundum - in the counties of Buncombe, Haywood, Jackson, Clay and Macon. These are generally west of the Blue Ridge. Altogether, several thousand dollars worth of these were mined and sold, but this mining has ceased as unprofitable. Of Emeralds, only a small number of high quality have been recovered, in Alexander and Mitchell Counties. An old mine in Mitchell is now being reopened.

Of the gems known as semi-precious, there are large numbers in North Carolina. Most prominent of these is the mineral Quartz (silica). It is our commonest mineral from hard sands and pebbles of the seashore to white boulders in the uplands. Its gem varieties are Rock Crystal, Amethyst, Cairngorm, Rose, Thetus Hairstone, and the indistinctly crystalline forms of quartz known as chalcedony, agate, onyx and jasper. These are widely distributed with us, but are not yet of the quality or quantity to bring about commercial development.

Other semi-precious gem minerals we have are:

1. Dark blood-red Rutile
2. Moonstone, Amazonstone and Sunstone from feldspar minerals, of which North Carolina is the largest producer
3. Garnets of the Almandite, Pyrope and Rhodolite varieties
4. Kyanite of the clear blue and green shades
5. Spodumene as the green Hiddenite and pink Kunzite
6. Pearls which are mineral secretions by mollusks

Of these, the Rhodolite - a garnet intermediate between Pyrope and Almandine - is a light shade of fine red. Its name - like Rhododendron - is taken from the Greek word Rhoden, meaning rose. It has been the most important commercial gem stone in this State, and it occurs only in this State, in Macon County.

The Hiddenite is another gem peculiar to North Carolina, and to Alexander County. This was discovered in 1879 and worked, but never very successfully because of the small amount and fractured condition of the crystals. More recently, one small pocket of Kunzite, the pink variety of Spodumene, was found in Mitchell County. A portion of these crystals are shown.

The Pearl is a lustrous form of calcium carbonate. It is secreted in our fresh waters by river mussels, and in our salt waters by oysters and clams. Heat destroys this luster. The Japanese are using artificial means to have the oysters grow more and better "Culture Pearls".

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'DEER' TEACHERS

"Teachers engaged in instructing Eskimo natives of Alaska are required as a part of their duties to act as local supervisors of reindeer herds in the vicinity of the school, keep a record of reindeer ownership and assist in their distribution to the natives.

The above item was taken from the Detroit Educational News. The reason given for placing this unusual responsibility upon the teachers is that they are the only official representatives of the federal government who are in direct contact with the Eskimo home life and work and are in a position to influence and direct them.

RECENT ADULT BOOKS OF INTEREST TO TEACHERS

Allen, Hervey. Action at Aquila. Farrar. $2.50.
"A Civil War story, a chronicle of action at the front and life at home in wartime in Pennsylvania - the war story and love story of a Northern colonel." Not so long or so absorbing as Gone with the Wind, but a picture of the North in the same period.

Bledsoe, Mary. Shadows Slant North. Lothrop. $2.50.
"Life in an isolated mountainous section of North Carolina is presented in the story of Judy Harbord who returned from college when both parents died and took over the responsibility of bringing up the large family and making a living." Written by a North Carolinian.

Chase, Mary Ellen. Dawn in Lyonesse. Macmillan. $1.75.
A beautifully told story set in the land of Tristram and Isolde. Ellen, a hardworking maid, learns the legend of the tragic love and longs to share it with her unexpressive suitor. Her own experience is softened by her knowledge of the other lovers. The poem Tristram by Edward Arlington Robinson may well be read with this.

Cronin, Archibald J. The Citadel. Little. $2.50.
A well told story of the character development of a young Scotch doctor who began his struggle against superstition and unscientific practice in a mining district and became a leading London practioneer who was brought back to honesty and integrity through a bungled operation.

Curie, Eve. Madam Curie, A Biography. Doubleday. $3.50.
"A perfect blending of home and family life and the scientific career of this remarkable woman about whom Einstein said 'Of all celebrated beings, the only one fame has not corrupted.'"

Hart, Moss, and Kaufman, George S. You Can't Take It With you; A Play. Farrar. $2.00.
"Alice is the only normal member of the happy Sycamore family. In the living room mother writes plays, grandpa raises snakes, Essie practices dancing, and Ed plays the xylophone, while father makes and tests fireworks in the basement. Trouble begins when the Kirbys, dignified parents of Alice's fiance, come to dinner on the wrong night, but all turns out well. A nonsensical farce."

Leaf, Munro. The Story of Ferdinand. Viking. $1.00.
"Presumably a juvenile book but sufficiently sophisticated to entertain any adult with the slightest spark of a sense of humor. Illustrations not to be missed."

Roberts, Kenneth Lewis. Northwest Passage. Doubleday. $2.75
"A story of the French and Indian Wars. A long novel of literary distinction, historical accuracy, humor, and romance."

Teasdale, Sara. The Collected Poems of Sara Teasdale. Macmillan. $2.50.
"All the poems this gifted poet cared to have kept alive are culled from earlier books and published in this one attractive volume. A poet long to be remembered for her exquisite lyrics."

SCHOOL LAW: OPINIONS AND RULINGS

AUTHORITY FOR CONSTRUCTION OF BUILDINGS

Question: Can the county commissioners legally transfer the city units surplus current expense funds to capital outlay funds and allow the board of school trustees to act as agent for the board of county commissioners and erect this music room? Answer: I have carefully read the letter of Mr. _____, relating to the construction of a music practice room on the site of the _____ High School building.

The matter is important, of course, and I much regret that I am not able to advise that the County Commissioners have any authority to transfer money from any surplus of the current expense fund to capital outlay funds to construct the building desired.

The County Commissioners have no general authority over the funds appropriated for current expense under the School Machinery Act, apart from their duties with respect to the budget and such powers as they may have under Section 9, when fines, forfeitures, penalties, dog taxes, and poll taxes are used to supplement items of the current expense budget, when it becomes necessary for the tax levying authorities in that case to provide necessary funds for maintenance of plant, fixed charges, and capital outlay. - Attorney General, January 15, 1938.

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PURCHASES UNDER STATE CONTRACT

Question: In lieu of compliance with AN ACT TO PREVENT THE AWARDING OF CONTRACTS BY BOARD OR OFFICERS OF COUNTIES, CITIES, TOWNS, OR OTHER SUB DIVISIONS OF THE STATE UNTIL COMPETITIVE BIDS ARE RECEIVED THEREFOR is purchase on State contract legal? Answer: I have your letter of March 11th, enclosing letter from Mr. _____ of _____, North Carolina. In reply to his letter, I quote you from a ruling given by this department to Honorable J. Benton Stacy, Director of the Division of Purchase and Contract, under date of January 26, 1938:

"6. Would the purchase of all items which could be classed as repairs or permanent improvements and which exceeded $1000 in cost be exempt from the provisions of Chap. 261, P. L. 1931? (See Chap. 291, P. L. 1931)

Chapter 291, Public Laws of 1931, deals with the competitive bidding on contracts for buildings and repairs or permanent improvements at the several institutions of the State requiring advertisement in contracts costing more than $1000., except in cases of emergency. This has reference only to construction contracts or repair contracts, and contracts made thereunder are not subject to your jurisdiction, or materials purchased under such contracts by the contractor.

Border line cases may be presented in which the contract may be in reality a sale of supplies requiring installation. If the installation is a minor feature and not a substantial part of the sale, then it is my opinion it should be treated as a sale of materials or supplies and not as a construction contract coming under Chapter 291. The foregoing answers subquestion (a) under your question No. 6"

I take it that this answers the question which Mr. _____ has in mind. If I can be of further service, please advise. - Attorney General, March 12, 1938.

STATE OF NORTH CAROLINA

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DEPARTMENT OF ATTORNEY GENERAL

RALEIGH

23 February 1938

SUBJECT: School law; current expenses; responsibility for insurance

Hon. Clyde A. Erwin
State Supt. Public Instruction
Raleigh, N. C.

Dear Mr. Erwin:

The 1933 school law (section 4) in abolishing all school districts in the State, for all purposes except for the collection and payment of debt service, therein provided that where a new district or City Administrative Unit included a special charter district the trustees or governing body of that district should be the governing body of the new district and should be selected by the method then existing. This feature has been carried forward in subsequent laws. There was and is a provision that the title to school property in such district should remain in such trustees.

These provisions were undoubtedly made in order that local pride in the schools and local interest therein, as well as competent management, might not be too much disturbed by revolutionary changes in the school law.

Retention of title to these properties in the local trustees or governing board constitutes an exception to the general policy of the law; and even now the County Commissioners are forbidden by law to build a schoolhouse on lands to which the title is not in the County Board of Education.

Section 15 of the School Machinery Act provides that "all countywide current expense funds shall be apportioned to county and city administrative units and distributed monthly on a per capita enrollment basis". Fixed charges, under which insurance may be included, are a part of the current expense fund.

I can find no reasonable construction of this act which would separate insurance premiums from other current expense so that they should be paid for by the County Board members instead of by the local governing board; and I think it is a clear intent of the law that the latter should pay these charges out of the expense funds which are apportioned to the administrative unit under the section above referred to.

The fact that the title of the property itself is left in the local governing board would itself indicate a duty on their part beyond a mere holding of a dry title in trust, and I am inclined to believe that the board would be liable for negligence if the insurance was not kept up and the building burned down.

However, I am not confining my opinion that the local trustees are the proper persons to pay the insurance to those instances in which the title to the property is in such trustees. I think it is equally their duty to pay the insurance in those instances in which the title to the school property in the unit is in the Board of Education.

Yours very truly,

A.A.F. Seawell
Attorney General

S:B

TEN LITTLE AUTOS

Ten little autos, road weather fine; one
hit a culvert - then there were nine.

Nine little autos, one a little late;
driver struck a railroad train - then
there were eight.

Eight little autos - but one went to
Heaven, running through a stop-light
- that left seven.

Seven little autos speeding through the
sticks; one skidded off the road -
then there were six.

Six little autos 'til one took a dive
through an open drawbridge - that
left five.

Five little autos, one with rattling door;
driver tried to shut it tight - then
there were four.

Four little autos, one tried to climb a
tree, but didn't do it very well - so
that left three.

Three little autos, one driver was a "stew";
loaded up on high-balls - now there's
only two.

Two little autos tried to beat the gun
when the warning signal flashed - that
left one.

One little auto around the corner tore;
hit a truck - that's all there is -
there isn't any more.

- from "The Safe Driver".

LIBRARIAN,

N. C. STATE LIBRARY,

RALEIGH, N. C.



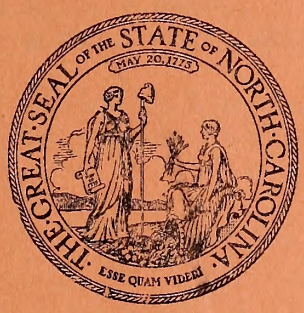
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NORTH CAROLINA
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VOLUME III NUMBER 1

September, 1938

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

NORTH CAROLINA
STATE LIBRARY

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

September 15, 1938

To Superintendents, Principals and Teachers:

On October 6 the Boy Scout Jubilee will be held in Chapel Hill under the sponsorship of the University. I consider this one of the most important boys' meetings to be held in the State this year, and I wish to urge the school people of the State to do all they can to make it possible for the Boy Scouts to be present.

I know of no organization during this period which is doing a finer piece of work in moulding high character and noble idealism among the boys than the Scout movement. The Jubilee at Chapel Hill will give an opportunity for the boys to get together and to get a new conception of what it means to be a Scout. I do not believe that any boy can attend this meeting without going away a better boy.

I hope that you will cooperate with the Boy Scout officials to the fullest extent possible in helping to make the Jubilee an outstanding success.

With best wishes for a most successful new school term,
I am

Very truly yours,

Clyde A Erwin

Clyde A. Erwin
State Superintendent Public Instruction

N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

Volume III | September, 1938 | Number 1

Issued monthly by the State Superintendent of Public Instruction, Raleigh, N. C.

Quotation: "The foundation of every state is the education of its youth." - Diogenes.

EDITORIAL COMMENT

"SCHOOL DAYS - SCHOOL DAYS" — Everyday the papers announce the opening of some school. Thousands of North Carolina boys and girls are returning to the educational centers; other thousands are entering this great public institution for the first time. Teachers, principals and superintendents are again taking up their respective tasks of teaching these future citizens of the State and nation.

During the new school year it will be the privilege of the BULLETIN to record events and to make announcements concerning public education. It is the purpose of the editors to make this publication as interesting and useful as possible. The style and content will follow somewhat the same general lines as followed in preceding numbers.

The editors would like to have more accounts of projects carried on in the schools themselves. Copies of handbooks, special studies and school papers are especially desirable. It is the hope that the notes and announcements that occur in this publication will serve a very useful purpose in keeping its readers informed about important educational events and happenings. - The Editors.

Our Quotations — For this volume of the BULLETIN we are going to use a series of quotations from several of the old masters. It is always interesting to know what some of our forefathers thought about such questions, and it is not surprising to learn that their thinking harmonizes pretty well with the best thought of today. These "old boys" had the right idea, even though their machinery of doing these things did not conform to modern methods. We hope you will like these quotations.

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THE BOONE CONFERENCE — The Boone Conference of superintendents and administrators was a success from every standpoint. The programs were well attended; about 300 including more than 125 superintendents were present.

Dr. Dougherty and his co-workers proved to be splendid hosts. The superintendents enjoyed to the fullest extent the meals provided without charge at the college cafeteria, and those who went on the sight-seeing tour enjoyed the scenery on that trip immensely.

The banquet was the feature event of the Conference. The toastmaster, Dr. J. Henry Highsmith, proved himself equal to the occasion, and all those called upon for remarks responded in like manner.

NOTES AND ANNOUNCEMENTS

WORLD HORIZONS

A very desirable magazine for young people in the upper grammar grades and junior high schools began publication early this year. WORLD HORIZONS, The Magazine for Young People, contains a variety of well selected material interesting to the average reader and developing each month a central theme. WORLD HORIZONS is published in ten issues each year by the Welles Publishing Company, Inc., Wellesley, Massachusetts, at a subscription price of $3.00. While the material which has been printed in no sense moralizes, it is definitely character building in tone. The illustrations are pleasing; the social science and natural science materials are definite and clear-cut in presentation; the literary material is interesting and carefully written. The magazine deserves consideration for school subscription. Special rates of 15 cents a copy are available for quantity purchase for class use. Full information can be secured from Mr. F. H. Strickler, Box 183, Asheville, N. C.

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NELSON COMPLETE ENCYCLOPEDIA

Nelson Complete Encyclopedia has been issued by Thomas Nelson and Sons, Publishers, at $39.50 for the 24 volume set. This set of encyclopedia is a bound edition of the Nelson's Loose Leaf Encyclopedia which is still being issued under that name. Nelson Complete Encyclopedia is printed from the same plates as the Nelson's Loose Leaf Encyclopedia. Each page has three columns of rather fine print. New material is inserted on pages lettered in addition to the number, as: 528A, 528B, 528C, etc. There are a great many brief entries. The material appears to be accurate, but not all statistics have been brought up-to-date as evidenced by the use of many 1920 population statistics. The set is NOT acceptable in place of one of the required encyclopedias for accredited schools, but may be useful as a supplementary set where one is needed and where the cost is of such necessary consideration that the fine print and early statistics must be overlooked.

This information should be added to that on the Evaluation of Sets of Books for School Libraries printed in the March 1938 issue of this BULLETIN.

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WPA COMMUNITY SCHOOLS SHOW GROWTH

More than 43,000 men and women were enrolled in WPA Community Schools in North Carolina during the past year, according to a recently issued report of the WPA Education Division. The annual Nursery School enrollment was 1,060 children of two, three, and four years of age.

Of the men and women attending Community Schools, 17,056 were beginners learning to read and write for the first time. This brings the number of citizens in adult education literacy classes during the past five years to approximately 50,000.

More technical literacy is not an end in itself. It provides the tools for continuing education. In each of the five years of the Federal program more than 40,000 adult students have found new interests and derived other direct benefits through instruction suited to their needs. Two examples of the effort to meet practical needs are the classes in Highway Safety Education and in First Aid.

CHART ON STATE GOVERNMENT

A chart showing the organization of the State government has been prepared by the N. C. State Planning Board. The plate for this chart was borrowed by the State Department of Public Instruction and a limited number of the charts were printed. One of these charts may be provided without cost by the principal of any high school for the use of the teachers of social science or North Carolina history and government if he will write to L.H.Jobe, State Department of Public Instruction, Raleigh, N. C.

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WHAT THE HEADLINES SAY

For the past several weeks the headlines of the newspapers of the State have indicated that school news is again to the front. Some representative headlines about schools are the following:

Hickory RECORD - Work on Drexel School Has To Begin By Friday.

Winton-Salem JOURNAL - Public School Reorganization Is Urged at Greensboro Meet.

Wilmington NEWS - Substitute Teachers Invited to Register.

Charlotte NEWS - Groups Will Be Asked To Aid In City-Wide Youth Program.

Elizabeth City ADVANCE - Teachers Gather To Discuss Work.

Greenville REFLECTOR - Children Between 7-14 Required Attend School.

Durham SUN - One of Most Successful School Years Forecast by Supt. Warren.

Goldsboro NEWS-ARGUS - Four Oaks School Gets 12 New Teachers.

Asheville TIMES - Adult Education Teachers To Have All-Day Meeting.

Morganton NEWS-HERALD - 12-Year School System Favored.

Wilson TIMES - Hoey Commission Studying School Needs in State.

Hillsboro NEWS - Getting Children Ready For School Emphasized.

Kinston FREE PRESS - Adult Education Student Council Organized Here.

Winston-Salem JOURNAL - Rowan Schools Add 2 George-Reed Teachers.

Greensboro NEWS - Record Enrollments Reported in Wilkes.

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BOY SCOUT JUBILEE OCTOBER 6-9

The Second Boy Scout Jubilee for North and South Carolina will be held this year at Chapel Hill under the sponsorship of the University, it has recently been announced. An attendance of approximately 2,000 boys is expected at this gathering.

HOME ECONOMICS NOTES

Thirty-three new home economics departments have been added to schools this session making a total of 606 teachers employed this year in the secondary field. Federal and State funds have been allotted to 36 schools to inaugurate the vocational program this year.

Nine cottages are to be constructed this fall to house the departments. This is a forward step since it gives a more natural setting for homemaking experiences and lessens the hazards of fire in large school buildings. Plans for such buildings may be obtained from this office or from the Director of Schoolhouse Planning.

Copies of the suggested course of study were sent to all departments in April. If your teacher does not have a copy please write to the State Supervisor of Home Economics and request a copy.

Many of the school officials are interested in cooperating with the American Red Cross in sponsoring their unit of 30 lessons on Home Care of the Sick. This course is usually offered as a part of the home economics course but taught by the approved Red Cross nurse. Since six lessons of this unit deal with nutrition, the Red Cross supervisor has approved the shortening of the series to twenty-four lessons as the home economics teacher includes nutrition in her foods and health units. It is the recommendation of the home economics supervisor that this suggestion be put into practice wherever a home economics teacher is employed.

Miss Virginia Ward, Assistant State Supervisor of Home Economics, has returned to her work following summer school attendance at the University of Tennessee.

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GOVERNOR'S COMMISSION ON EDUCATION

Chapter 379, Public Laws of 1937, provides for the appointment by the Governor of "a Commission to examine and report upon the public educational system and make recommendations with respect to the same. Under this authority the Governor has appointed the following persons as members of this body:

Dr. Julian S. Miller, Charlotte
Prof. Guy B. Phillips, Chapel Hill
Prof. Holland Holton, Durham
Supt. J. H. Rose, Greenville
Supt. J. H. Grigg, Shelby
Mr. H. E. Stacy, Lumberton
Mrs. H. G. Etheridge, Asheville
Mr. George Ross, Jackson Springs
Mr. Ben Cone, Greensboro

The Commission has already held several meetings. The first two persons named were elected chairman and secretary, respectively. "The Commission is given very full authority", the Governor said, "to make a complete investigation into the course of study in the schools, the machinery and procedure for the administration of the schools, the control and supervision thereof, and the allied subjects on interests in relation thereto."

This Commission is to report to the General Assembly of 1939 which meets in January.

STATE-AID ADULT EDUCATION PROGRAM

Twenty-one county and city school systems in North Carolina have already had their applications approved for participation in the State-Aid Program of adult education during the 1938-1939 school year. Three other units have made requests for funds and will probably begin their programs soon.

Adult education became a part of the State public school system in 1937, after the Legislature passed a $50,000 appropriation for the biennium. Counties or cities desiring to have adult education as part of their curricula match the State fund dollar for dollar. Mrs. Elizabeth C. Morriss is director of the Division of Adult Education of the State Department of Public Instruction. Other members of the administrative board are: Superintendent Clyde A. Erwin, Dr. James E. Hillman, Mr. C. D. Douglas, and Dr. J. Henry Highsmith.

Buncombe, Burke, Cleveland, Durham, Gaston, Guilford, Mecklenburg, Moore, Richmond, Rowan, Rutherford, Stanly, Surry, Swain, Transylvania, and Union counties, and the city systems of Albemarle, Kannapolis, Greensboro, High Point, Charlotte and Salisbury are ready to start their adult education programs. Winston-Salem, Dare and Orange counties are expected to begin within the next few weeks.

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NEW HANDBOOK FOR ELEMENTARY AND SECONDARY SCHOOLS

The new Handbook for Elementary and Secondary Schools has been distributed in quantity to the superintendents for the use of teachers and principals. This publication contains the standards for both elementary and high schools, the suggested organization and curricula for high schools, as well as other material relating to the instruction, organization and administration of the public schools. Each teacher and principal employed is entitled to the use of one of these bulletins, Publication No. 206, but she must obtain it from the office of her superintendent. Copies from the State office are obtained at 25¢ each.

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GEOGRAPHIC NEWS BULLETINS FOR CLASSROOM USE

The National Geographic Society, of Washington, D. C., announces that publication of its illustrated Geographic news BULLETIN for teachers will be resumed early in October.

These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into The Society's headquarters from every part of the world. The bulletins are illustrated from The Society's extensive file of geographic photographs.

Teachers are requested to apply early for the number of these bulletins desired. They are obtainable only by teachers, librarians, and college and normal students. The bulletins are issued as a service, not for financial profit, by the National Geographic Society as a part of its program to diffuse geographic information. They give timely information about boundary changes, exploration, geographic developments, new industries, costumes and customs, and world progress in other lands. Each application should be accompanied by twenty-five cents (50 cents in Canada) to cover the mailing cost of the bulletins for the school year. Teachers may order bulletins in quantities for class use, to be sent to one address, but 25 cents must be remitted for each subscription.

NEW SUPERINTENDENTS

There have been very few changes in superintendents for the new year. Due to the deaths of Superintendents Steele and McLean, new superintendents were elected in Iredell and Rockingham. On account of the illness of Superintendent Robinson a new superintendent was elected in Davie. The complete list of new superintendents is as follows:

Davie - R. S. Proctor, Mocksville
Iredell - T. Ward Guy, Statesville
Rockingham - J. C. Colley, Wentworth
Pinehurst - J. W. Harbison, Pinehurst
North Wilkesboro - Paul S. Cragan, North Wilkesboro

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UNITS HAVING SPECIAL TAXES

Three units have been added to the list of those having voted special taxes for better schools. In addition to the complete list shown, the Kannapolis city unit through private donation operates a nine months term. The tax rate voted is also given by each respective unit.

1933		1936		1937	
Durham	.20	Albemarle	.15	Belmont*	.10
Southern Pines	.30	Concord	.10	Burlington	.20
Roanoke Rapids	.50	Enfield	.10	Hendersonville	.25
North Wilkesboro	.20	Fayetteville	.15	Kings Mountain	.20
Rocky Mount	.30	Gastonia	.10	Mooresville	.125
Lenoir	.25	Greensboro	.15	Scotland	.20
Chapel Hill	.205	Goldsboro	.15	Shelby	.15
		Hamlet	.25	Wadesboro	.25
1935		High Point	.15		
		Lumberton	.15	1938	
Charlotte	.25	Monroe	.15		
Winston-Salem	.20	Mt. Airy	.15	Raleigh	.17
Morganton	.12	New Hanover	.20	Spencer*	.12
Asheville	.25	Reidsville	.10	Wilson	.20
Greenville	.15	Rockingham	.25		
		Salisbury	.10		
		Tarboro	.10		

*By special act.

Elections for special taxes failed in Edenton, Lincolnton and Wakelon (Wake County).

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NEW BASAL TEXTS FOR ELEMENTARY ENGLISH ADOPTED

During the summer the State Board of Education adopted a new set of language texts for basal use in the elementary grades. The new texts, published by Rand McNally and Company, will gradually replace those used for the past ten years which were published by the Houghton Mifflin Company.

English Experience Series is the title of the new books. The titles by grades are:

Third grade - Fun With English
Fourth grade - Adventures in English
Fifth grade - English in Practice
Sixth grade - English at Work
Seventh grade - Growth in English

NEW BOOKS ADOPTED FOR SUPPLEMENTARY USE

The State Board of Education also adopted additional books for supplementary use in both elementary and secondary schools. The complete lists of supplementary books now under State contract will be found in the new Handbook.

Safety

Especial consideration was given to the question of safety, and "The Road to Safety" series, published by the American Book Company, was adopted as a set of readers desirable for use in the grades. These books, which may be obtained either from the publisher or the N. C. Book Depository, Raleigh, are as follows:

Grade		The Road to Safety Series	Retail Price
1	A.	Away We Go, Pre-Primer - paper 18; cloth	.28
1	B.	Happy Times, Primer	.49
1	C.	In Storm and Sunshine	.56
2	D.	In Town and Country	.63
3	E.	Here and There	.63
4	F.	Around the Year	.66
5	G.	On Land and Water	.69
6	H.	Who Travels There	.76

For supplementary use for safety courses in the high school, the textbook entitled "Public Safety" published by Bobbs-Merrill Co., was adopted. The price of this book is 97 cents.

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JUNE, JULY, AUGUST AND SEPTEMBER SCHOOL FACTS

The numbers of STATE SCHOOL FACTS for June, July, August and September have been devoted to a presentation of data relative to expenditures from State funds for the operation of the public schools for the school year 1936-37. The June number presented facts concerning the total expenditure divided by objects and items for the State, and by objects only for the several administrative units. The July issue gave the figures regarding the object of Instructional Service, and discussed this expenditure from the standpoint of salaries paid teachers, per pupil expenditure, number pupils per teacher and training of teachers. The August number discussed and gave facts relative to the object of Operation of Plant (janitors' salaries, fuel, water, light, power, telephones). The September number, which comes from the press within a few days, will be concerned with the object of Auxiliary Agencies, that is, the transportation expense by items and the expenditure for school libraries.

Anyone desiring these four numbers may receive them by writing to L.H.Jobe, State Department of Public Instruction, Raleigh, N. C.

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SALARIES OF TEACHERS IN NEW JERSEY

Most of the New Jersey school districts have complied with the law in restoring teachers' salaries to full contractual amounts, according to a recent issue of the New Jersey Educational Review. Some have provided salary increases, either full scheduled increases for all teachers, small increases for all, or increases for teachers on low salaries. The Teachers' Association secured data from 250 school districts. Of these, 10 had not made any salary reductions during the depression years. One hundred and eighty-five districts have made full restoration of salary cuts, as they are legally required to do.

MUSIC APPRECIATION HOUR

On Friday, October 7, the NBC Music Appreciation Hour will begin its eleventh consecutive season of weekly broadcasts - again offering to American schools and colleges a progressive course in the appreciation of music, directed by the dean of American conductors, Walter Damrosch.

The broadcasts will be presented during the hour commencing at 2 P. M., Eastern Standard Time. As in the past, the course will consist of four series of concerts - A, B, C, D - graded to meet the requirements of different age levels. The concerts of Series A and C will commence at 2 o'clock, E.S.T., and those of Series B and D at 2:30 o'clock, E.S.T.

The Instructor's Manual and Student's Notebooks are available both to schools and to the general public, and may be obtained at the cost of production and distribution.

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EDUCATIONAL RADIO SCRIPT EXCHANGE AIDS MANY SCHOOLS

Schools and colleges in 42 states of the Nation have produced more than 3,000 radio programs over local broadcasting stations in less than two years using scripts supplied by the Educational Radio Script Exchange, it was announced this summer at the Office of Education, Department of the Interior.

How these widely-separated schools and colleges are blazing new pathways in the field of education through radio is disclosed by the publication of the third edition of a Script Catalogue listing 181 radio scripts available to educational groups through the Educational Script Exchange. The Exchange is a project created to further the work of the Federal Radio Education Committee. This Committee is composed of 40 representatives of the broadcasting industry, institutions of higher learning, associations of educators, educational radio stations, various civic, labor and religious groups, and Government agencies, having been established by the Federal Communications Commission in order to bring about active co-operation between educators and broadcasters. Commissioner of Education John W. Studebaker is chairman of the Committee.

In the short period of less than two years the Script Exchange has supplied more than 3,000 educational groups with more than 130,000 copies of radio scripts on many educational subjects. Upward of 13,000 copies of radio manuals and glossaries of radio terms, as well as hundreds of copies of music arrangements for many local programs produced in co-operation with more than 200 stations have been sent out on request.

The third edition of the Script Catalogue lists 16 complete radio series and a number of miscellaneous scripts covering a wide variety of subjects in the fields of history, literature, the sciences, industry, discoveries, current events, economics, safety, civil liberties, Government travel, music, and international relations.

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NOTE TO TEACHERS OF BIOLOGY

Teachers of Biology desiring specimens of the Venus Fly Trap may purchase them from Mrs. W. A. Loftin, Rocky Point, N. C. R.F.D.

AMERICAN EDUCATION WEEK NOVEMBER 6-12 1938

The eighteenth annual observance of American Education Week will be held November 6-12, 1938. The program adopted by the National Education Association in cooperation with the other national sponsors - the United States Office of Education and the American Legion center around the vital theme, "Education for Tomorrow's America".

This great national observance annually results in school visitations on the part of some seven million parents and reaches millions of others with a message of the vast achievements and the significant purposes of public education. Through the press, the radio, and in scores of other ways this great message highlights the permanent, continuing program of educational interpretation of every unit of the school system.

Planning well in advance is indispensable for an effective observance in November. Plans laid now for an effective observance of American Education Week will result in greater accomplishments than if deferred until fall.

The National Education Association is preparing materials to assist schools in the observance of this occasion. Through the cooperation of twenty field committees these materials will be both more adequate and more appropriate than those issued during previous years.

The Program for 1938

The American Education Week Program for 1938 adopted by the three national sponsors of the observance - The National Education Association, the United States Office of Education, and the American Legion, is as follows:

General Theme - Education for Tomorrow's America
Sunday, November 6 - Achieving the Golden Rule
Monday, November 7 - Developing Strong Bodies and Able Minds
Tuesday, November 8 - Mastering Skills and Knowledge
Wednesday, November 9 - Attaining Values and Standards
Thursday, November 10 - Accepting New Civic Responsibilities
Friday, November 11 - Holding Fast to Our Ideals of Freedom
Saturday, November 12 - Gaining Security for All

An increasing number of local and county school systems are finding that it is desirable to make plans in the spring and summer. This provides ample time for the development and fruition of plans during the early fall. Committees may be appointed by the superintendent or by the local teachers association, or in any other manner deemed best locally. Write to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C., for descriptive leaflet listing materials available.

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EDUCATIONAL EXHIBITS STATE FAIR

Space will again be available at the State Fair for general school exhibits, representing actual school work or activities. Applications for booths will be received as long as space is available, but only one exhibit can be accepted from a given administrative unit. Application for space should be made at once either to A. B. Combs, or H. Arnold Perry, State Department of Public Instruction, Raleigh, N. C.

A total of eight exhibits will be accepted and premiums will range from $50.00 to $75.00. Some applications have already been received, but there are several booths which have not been taken.

THEODORE ROOSEVELT ANNIVERSARY

Thursday, October 27th, will be the eightieth anniversary of the birth of Theodore Roosevelt. A suggested program for schools and organizations desiring to celebrate this occasion has been prepared by the Woman's Roosevelt Memorial Association, 28 East Twentieth St., New York City, and a copy of this program may be had upon request to that organization.

The Roosevelt Creed

I believe in honesty, sincerity and the square deal; in making up one's mind what to do - and doing it.

I believe in fearing God and taking one's own part.

I believe in hitting the line hard when you are right.

I believe in speaking softly and carrying a big stick.

I believe in hard work and honest sport.

I believe in a sane mind in a sane body.

I believe we have room for but one soul loyalty, and that is loyalty to the American people.

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NEW HOME ECONOMICS TEACHER TRAINER APPOINTED

The Vocational Division announces the appointment of Miss Bernice Allen as itinerant teacher trainer to succeed Miss Mary York who resigned last year to accept work at Winthrop College in South Carolina. Miss Allen did undergraduate work at Stephens College and Kansas State College, and graduate work at Columbia University with successful experience in the extension service and in teaching in high schools and colleges. She comes to this State from the State of Washington where she was acting head of the department at the State Teachers College at Pullman. Her headquarters will be at the Woman's College at Greensboro where she will assist with the teacher training program as well as with the training program of the in-service teachers for the State Department of Public Instruction. Her services are available to superintendents, principals and teachers in the counties of the piedmont section in any phase of work that will improve the teaching program.

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THE ONE-TEACHER SCHOOL IN THE UNITED STATES

In the year 1916 there were approximately 200,000 one-teacher schools in the United States. In 1926 there were 162,750 such schools - approximately 37,000 had been eliminated during that ten-year period. In 1936 there were 132,831 one-teacher schools. During the ten-year period from 1926 to 1936 approximately 30,000 one-teacher schools were eliminated. The number eliminated during the biennium ending in 1936 was greatest of any biennium since 1930.

Another forty years would see the last of our one-teacher schools in the United States if the rate of their elimination in the past twenty years were continued. However, while it is probable that the practice of eliminating one-teacher schools will continue, it is not probable that all one-teacher schools will be eliminated in the next forty years.

ARE YOU A SAFE WALKER?

To how many of these questions can you answer "Yes"?

1. Are you careful never to step from behind parked cars or obstructions?

2. Are you careful never to weave through traffic?

3. Do you cross streets only at the crosswalk?

4. Do you go quickly to the nearest curb when alighting from a streetcar, and do you alight at the curb from an automobile?

5. Do you look both ways before crossing the street?

6. Do you cross at intersections with the traffic light?

7. Are you careful never to stand in the street to talk or look about?

8. Do you stay out of the street when you run or play games?

9. Do you walk on the left side of the road where there is no sidewalk?

10. Are you especially careful when walking on the highway or crossing streets at night?

- Adapted from The Safe Walker's Memo Book.

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PER CAPITA COSTS IN CITY SCHOOLS

The average annual cost per pupil in average daily attendance in cities has been calculated by the Office of Education, Washington, D. C. The summary for the 308 city systems for which costs were ascertained is given below according to population groups. The North Carolina city systems included in the study are presented under the appropriate group.

Average and City	Yearly Current Expense
68 cities of 1000,000 population and more (1930 census)	
Average	$ 112.08
82 cities of 30,000 to 99,999 population	
Average	87.04
Durham	46.12
High Point	38.22
79 cities of 10,000 to 29,999 population	
Average	69.37
Shelby	30.41
79 cities of 2,500 to 9,999 population	
Average	73.26
Asheboro	29.51
Average for 308 cities	105.60

MEDICAL SALARIES UP; TEACHERS' PAY DOWN

A study was made of the salaries of University of Minnesota graduates who went into various professions. This study reveals the salaries received in 1936 by those who were graduated in 1928. Medicine leads with $4075 and education is at the bottom with $2025. Between these extremes are law, $3280; business, $2670; agriculture, $2600; engineering, $2530; science, literature, and the arts $2250.

This study was a follow-up of another one prepared by Professor Harold F. Clark of Columbia University and reported in his book, "Life Earnings in Selected Occupations in the United States." This study also shows that teachers rank at the bottom of the professions in salaries paid its members.

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SCHOOL PAPER SUGGESTIONS

The school paper should reflect the aims, ideals, and spirit of the school in such a way that the community will accept these as its own. It should through a program of information regarding the school aim, services and policies, bring the school closer to the parents. It should serve to promote a better school spirit among students and should contribute to character development by promoting participation, cooperation, evaluation, good standards, and desirable citizenship.

The publication should be the work of many pupils rather than a selected few. Contributions to the paper should be made by representatives from all ages and groups. The paper should be the work of the pupils and not of the teachers. If the pupils are not capable of assuming the administration and editorial responsibilities, faculty supervision should train them for this rapidly. The work of the newspaper organization should be as near lifelike as possible. There should be a desirable balance of space given to the various school activities. - Missouri Schools.

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WHY SCHOOLS COST MORE

The May, 1938, number of the RESEARCH BULLETIN, published by the National Education Association, is entitled "Why Schools Cost More." This number of the BULLETIN analyzes the trend in school expenditures from 1870 to 1936, presents a comparison of the school budgets of 1914 and 1930, and then points out the factors that account for higher education costs. Some of the reasons for greater school expenditures, according to the BULLETIN, are:

1. Decline in the purchasing power of the dollar.

2. Increase in enrollment, especially in the higher grades where costs are greater.

3. Increase in number of days of school term, together with the increased school attendance.

4. Increase in services, both new types and improvement in the old.

A copy of this issue of the RESEARCH BULLETIN may be obtained from the Association office, 1201 Sixteenth St., N. W., Washington, D. C., upon remittance of 25 cents.

PUBLICATION NO. 205

"North Carolina, the Tar Heel State" is the title of Publication No. 205, issued by the Department late last spring. This publication as the sub-title states is "a leaflet of interesting information for the school children of the State." It gives illustrations of the State Capitol and the Governor, an outline map of the State, a colored cut of the State flag, and a reproduction of the State seal. The information given concerns the origin of the nickname "Tar Heel", the State motto, the State flower, the State capital and Capitol, the State flag, the State seal, the State song, the toast to the "Old North State" and other interesting facts about North Carolina.

This bulletin was printed in limited quantity, but any teacher may secure a few copies for her use in teaching North Carolina history by writing to L.H.Jobe, State Department of Public Instruction, Raleigh, N. C.

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PRIZES FOR ESSAY CONTEST

The Association of County Commissioners has authorized J. L. Skinner, Littleton, N. C., Secretary of the Association, to offer two prizes, the first of $100 and the second of $50 either in cash or scholarship for the best essay on "Highway Safety" written by high school pupils. The County Commissioners believe that this is one sure method of getting information about highway safety to the high school students and they likewise believe that one of the most important efforts of highway safety education will be through the schools. Additional information about this contest may be secured by addressing Secretary Skinner of the State Association of County Commissioners.

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TARBORO PTA MAKES RECORD

Can anyone equal this fine record of the Tarboro Parent-Teacher Association? A get-acquainted tea was given for the teachers, $480 was raised for school lunches for the needy, help in the lunch room was given, entrance lights for front and rear of school buildings and safety signs for school zones were requested and procured, the Edith Whitlark bed was endowed at the county tubercular preventorium sponsored by the Kiwanis Club, milk week was stressed, a fruit shower was given the school policeman, a group of pre-scout-age girls or Brownies was organized, a truant officer was added to the welfare department, a peace legislation was endorsed, prizes offered for Christmas decorations of homes in mill villages, special meetings were held convenient to mill sections, and Governor Hoey spoke at the dedication of the new high school auditorium.

In P.T.A. memberships for last year, North Carolina led all Southern states with 59,582, and ranked 11th for the country as a whole. Total national membership was 2,056,777, approximately three per cent of which came from North Carolina. An increase is expected in the state for 1938.

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SEVENTH GRADE EXAMINATIONS, 1938

The October issue of NORTH CAROLINA EDUCATION will carry an analysis of the results of the Seventh Grade Examination given last spring. Each county and city superintendent will receive charts and tables showing State-wide results and a summary table giving the distribution of scores made in his administrative unit. The analysis which will appear in the North Carolina Education was made by Roger T. Lennon of the Department of Test Service and Research, World Book Company, Yonkers, N.Y.

FRENCH CONFERENCES

Through the courtesy of the Scott, Foresman Company, publishers of the state adopted French textbooks and their representative, Mr. S. G. Crater, a number of conferences have been arranged by the Division of Instructional Service for teachers of French in various sections of the state. Professor Hugo Giduz of the University of North Carolina is conducting these conferences. The attendance of French teachers at the conferences held has been gratifying. The schedule for the conferences from September 20 to October 7 is as follows:

September 20	at Greensboro 3:15 P.M.	for Guilford, Alamance, Rockingham and Randolph Counties
September 21	at Durham 3:15 P.M.	for Durham, Orange, Caswell, Granville and Person Counties
September 22	at Fayetteville 3:15 P.M.	for Cumberland, Sampson and Hoke Counties
September 23	at Lumberton 3:15 P.M.	for Robeson and Bladen Counties
September 24	at Wilmington 10:00 A.M.	for New Hanover, Brunswick, Columbus, and Pender Counties
September 26	at Raleigh 3:15 P.M.	for Wake, Johnston, and Franklin Counties
September 27	at Rocky Mount 3:15 P.M.	for Nash, Edgecombe, and Wilson Counties
September 28	at Warrenton 3:15 P.M.	for Vance, Warren, and Halifax Counties
October 3	at Goldsboro 3:15 P.M.	for Wayne, Greene, and Duplin Counties
October 4	at Greenville 3:30 P.M.	for Pitt, Lenoir, Martin, Beaufort, Washington, Tyrrell and Hyde Counties
October 5	at New Bern 3:15 P.M.	for Craven, Pamlico, Carteret, Jones and Onslow Counties
October 6	at Elizabeth City 3:30 P.M.	for Camden, Currituck, Chowan, Dare, Pasquotank, and Perquimans Counties
October 7	at Aulander 3:15 P.M.	for Bertie, Gates, Hertford and Northampton Counties

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MIGHT BE THAT

From a schoolboy's essay: "A semicolon is a period sitting on top of a comma. Some think that the first time a semicolon was used was when some man did not know whether to use a comma or a period, so he used both of them together."

ADMINISTRATIVE CONFERENCES

Members of the Division of Instructional Service have been busy since July 20 in conducting throughout the State administrative conferences for elementary and high school principals and teachers of vocational subjects. An attempt has been made to reach each administrative unit separately in order to assist in local problems. Most of the conferences have already been held, but meetings in some of the eastern counties and cities will continue until September 26. The schedule from September 19 through September 26 is as follows:

Monday, September 19	Roanoke Rapids (2:30 P.M.)
Tuesday, September 20	Wilson (County and City)
Wednesday, September 21	Wayne County
Thursday, September 22	Carteret County (2:30 P.M.)
Friday, September 23	Beaufort County and Washington (2:30 P.M.)
Saturday, September 24	Hyde County
Monday, September 26	Johnston County

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STUDY OF NEGRO AND WHITE PUPILS IN PIEDMONT NORTH CAROLINA

As a supplement to the State-wide tests that have been given to seventh grade pupils during recent years, "A Study of Negro and White Pupils in Piedmont North Carolina" has been sponsored by the State Board of Charities and Public Welfare. The study covers all grades in certain selected schools rather than one grade for all schools. The results tend to indicate that North Carolina pupils reach high school with less than adequate training. It suggests that in some cases the addition of another grade might help, but in other instances a modification of the public school offerings is necessary before all pupils may be prepared each according to his particular need.

A copy of the "Study", Special Bulletin No. 16, may be secured by writing to the State Board of Charities and Public Welfare, Raleigh, N. C.

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PLACARDS PLACED IN CHEROKEE

A unique way of calling attention to the opening of schools to parents and others is being tried this year in Cherokee County. The county administrative unit as well as the two city units of Andrews and Murphy has posted colored placards, 11 x 14 inches, in prominent places throughout the county, reading a s follows:

S. O. S.

School Opens Soon

Parents Are To Blame When Children
Grow Up In Ignorance

	Tuition	You Can
FREE	Rides	Attend
"	Books	School !

Your Child Deserves A Chance !
Regular Attendance Counts !

Education Or Ignorance, WHICH !
Excuses are Worthless ! Attend Schools !

- Supt. of Schools.

STATE MUSEUM CIRCULAR

FOSSIL WHALES IN NORTH CAROLINA

A fossil may be defined as the remains - or even traces - of plants and animals of the past; such remains being found in the rocks of the earth's crust. This is our record of the life of prehistoric ages, and from this record scientists read the evidence.

All types of excavation work may bring to light these plant and animal remains. We urge your consideration of this while excavation projects are being carried out in your community. Your State Museum in Raleigh is always glad to identify fossils for you, and is likewise glad to add to its large collection of fossils from North Carolina soil. In Hall I is a representative collection of these.

You will be interested to learn that the remains of prehistoric whales have been collected by your State Museum from marine shell marls in many North Carolina counties. These fossils occur as teeth and bones, and are found east of a line between Northampton and Robeson Counties. They occur near the surface or buried as deep as twenty feet. What better evidence could be offered to prove that the shores of the Atlantic Ocean were once near the present central section of the State? And that whales have roamed the seas for thousands of years?

Some whales have teeth as shown by the recent Sperm Whale skeleton (Hall IX) and others must take their food by filtering small marine life from the water by means of horn-like "whale bone" which hangs as fibrous plates from the roof of their mouth. The historic Right Whale skeleton in Hall I, and the Finback skeleton in Hall VIII were equipped with "whale bone" and some of this is shown under the Finback in Hall VIII.

Whales vary in size and species from a few feet to more than 100 feet in length. The small porpoise we see "hurdling" along our coast today is a small whale.

Because whales live in water we must not arrive at the conclusion that they are fish. Like the land mammals they are characterized by mammary glands to suckle their young, and they even have sparse hair. They are warm-blooded. They are the largest mammals known and they necessarily live in water which supports their heavy bodies. They come to the surface to breathe and thus the expression "thar she blows".

The most famous fossil whale in this State came to be known as the "Old Bone foot-log". This was the complete back-bone of a large whale which served as a walk-way across Fishing Creek, between Halifax and Nash Counties, about two miles north of Whitakers. This was indeed a large whale, but in time the "foot-log" gave way and the vertebrae were dispersed down the creek.

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NORTH CAROLINA'S STATE MUSEUM

A little folder entitled "North Carolina's State Museum" has recently been issued by N. C. Department of Agriculture. This leaflet gives the location of the State Museum, its origin and activities and a brief description of what will be found in its various halls. Teachers and others taking groups of students to visit the Museum may secure a copy of this leaflet and further details by writing to Harry T. Davis, Director, State Museum, Raleigh, N. C.

RECENT BOOKS FOR LIBRARIES
(Prices subject to discount)

PRIMARY GRADES

Burdekin. A Child's Grace. Dutton. $1.50.
A photographic picture book which emphasizes the idea of thanks and praise for the good and joyous things of life.

Hill. Summer Comes to Apple Market Street. Stokes. $1.35.
Judy Jo has a busy and happy day which includes a picnic at the beach, preparations for a strawberry festival, and tending the store for a little while.

Huber and others. I Know a Story. Row. $.88.
A collection of favorite folk tales, strongly bound, with good print, and lovely colored illustrations.

Martin. Little Lamb. Harper. $1.50.
A beautiful picture book with a simple story full of repetition about a little lamb who lost his warm fleece and who finally found a new coat.

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GRAMMAR GRADES

Beauchamp and others. Discovering Our World. Book I. Scott. $ .88
A science reader for grammar grade pupils which answers many questions about the things around us.

Cobb and Hicks. Animal Tales From the Old North State. Dutton. $2.00.
A collection of folk tales similar to the Uncle Remus stories, written by two North Carolinians.

Lathrop. Animals of the Bible. Stokes. $2.00.
Bible texts with animal themes have been beautifully illustrated with black-and-white illustrations in delicate detail. This book received the Caldecott Award as the most distinguished picture book of the year.

Peattie. A Child's Story of the World. Simon and Schuster. $2.50.
Well illustrated readable story of the world from ancient civilization through the story of America.

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HIGH SCHOOL

Baarslag. Coast Guard to the Rescue. Farrar. $2.50.
"Heroic and hazardous are the lives of U. S. coast guard men who go out to meet disaster whether it be on land, on sea, or in the air."

Berry. Homespun. Lothrop or Junior Literary Guild. $2.00
A delightful story of home life in various sections of our country during the early nineteenth century. The characters are very human and the plot is interesting.

Chandler. Treasure Trails in Art. Hale or Junior Literary Guild. $2.00.
Interesting stories of the lives of artists together with 20 colored illustrations from Medeci prints of great paintings.

Seredy. White Stag. Viking or Junior Literary Guild. $2.00
The legend of Attila the Hun who, following the white stag, led his people into a green and flowering valley. Received the 1938 Newbery Award as the most distinguished children's book of the year.

LAWS, OPINIONS, RULINGS

S.M.MEARS AND OTHER TAXPAYERS OF LEICESTER SCHOOL DISTRICT V. BOARD OF EDUCATION OF BUNCOMBE COUNTY ET AL

The following is a summary of the Leicester School District v. Board of Education of Buncombe County case brought before the Supreme Court on appeal and filed June 22, 1938. The court affirmed the decision of the lower court.

1. Mandamus

Mandamus will lie against a board of county commissioners, as well as a board of county education, but the writ will lie only to compel the performance of an established legal duty at the instance of those having a clear legal right to demand performance.

2. Mandamus

Mandamus will lie to compel the performance of a legal duty only in accordance with the procedure therefor established by law.

3. Schools - procedure for obtaining appropriation and tax levy for adequate school buildings.

In order to provide new necessary school buildings it is required that the county board of education file a "capital outlay" budget in addition to the "operating" budget, and have same approved in accordance with the statutory procedure in June of the year in time for the inclusion of the necessary outlay in the computation and levy of ad valorem taxes, ch. 394, Public Laws of 1937, and it is provided that the county commissioners shall be given reasonable time to investigate and provide the necessary funds, C. S. 5467, and that the board of education shall not be authorized to erect any building that is not in accordance with plans approved by the State Superintendent, nor invest more money therein than is made available for its erection. C. S. 5468.

4. Same: Mandamus - Mandamus will not lie to compel performance of legal duty prior to time statutes require such duty to be performed.

An application for writ of mandamus against the board of county commissioners and the county board of education to compel the erection of necessary school buildings, is properly dismissed at the January term of the Superior Court, since it may not then be determined that defendants will not pursue the proper statutory procedure at the proper time to provide the necessary buildings, but plaintiffs should not be precluded from renewing their application for the writ if circumstances should later appear to warrant the the relief.

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COUNTY BOARD OF GUILFORD COUNTY V. CITY OF HIGH POINT

The following summary of the Board of Education v. High Point case should be interesting to both county and city administrative units:

Courts; Schools: Counties -

By provision of Art. IX, sec. 5, the clear proceeds of fines collected by the clerk of a municipal court belong to the county school fund, and the clerk is not entitled to retain a percentage thereof as his fees, regardless of the provisions of public-local laws relating to his compensation.

A PARENT'S WISH

"I wish the public school to build these things in my son:

First: Straight thinking. He must face facts as they are, must not warp nor contort them to his own advantage.

Second: Open his eyes to beauty. Lead him to see a well turned thought, a beautiful painting; to feel exquisite harmonies - encourage him to prize spiritual values.

Third: He must respect the abilities - consider the rights of others. Teach him that there are no superiorities save of merit, service and achievement.

Fourth: I want my son informed. Teach him to find out things for himself, and show him where information may be found.

Fifth: Guide, but do not coerce him in his search to discover that task which will make him happiest in the executing. When he has found this thing which he likes best to do, set him in the way of learning to do it well.

To the public school I send this son of mine while he is young, fresh, plastic. Let it start him on the ways of thinking, feeling, learning, doing, and I shall feel that it has accomplished gloriously its mission of helping my son live to his fullest the life which nature through me has given him."

- Delaware School Journal.

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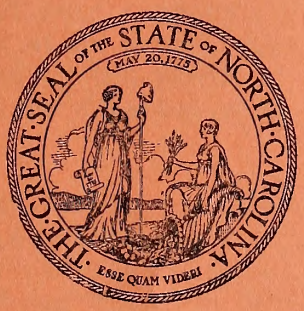


NORTH CAROLINA
STATE LIBRARY

VOLUME III NUMBER 2

October, 1938

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

October 17, 1938

To Superintendents, Principals and Teachers:

Most of the space in this month's BULLETIN is devoted to material suitable for making programs for the celebration of American Education Week, November 6-12, 1938. I hope each teacher and principal will cooperate to the fullest extent in observing this week of concentration on education with appropriate exercises in the schools.

I believe this is a splendid opportunity to bring the work of the schools to the parents and patrons as well as to the taxpayers who provide for their support. In order to maintain their continued support and approval, we, as school people, should sieze every opportunity to show them that the job of educating the youth of the State is being done as well as could be expected with the facilities available.

I should like especially for the schools to utilize this opportunity in acquainting the public about North Carolina, her history and aspirations. Our state song, "The Old North State" and "Ho! for Carolina" could well be used in a program of this sort.

With all good wishes, I am

Sincerely yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

Volume III | October, 1938 | Number 2

Issued monthly by the State Superintendent of Public Instruction, Raleigh, N. C.

Quotation: "The very spring and root of honesty and virtue lie in the felicity of lighting on good education." - Plutarch.

EDITORIAL COMMENT

HANDBOOKS, BULLETINS AND SCHOOL PAPERS

A number of handbooks, administrative bulletins and school papers have been received this school year. The handbooks from the Columbus County unit and the Burlington City unit are especially attractive and contain a lot of excellent material for the teachers and principals. We hope to be able to quote from these handbooks at some later date.

Then, too, the bulletin issued by the Shelby unit, although not bound with a cover, contains a lot of good suggestions and worthwhile information. The Morven city unit has issued a small "Administrative Bulletin" giving "needed information about school policies and general information that will be of value to you during the year." The Albemarle unit inaugurated a monthly bulletin by the principal of the high school. Although the initial number is brief, we are sure that this bulletin will serve, as stated in the Foreword, "to keep the community informed concerning the work of the school."

We are also glad to welcome to our desk a few of our old friends in the school paper field. So far we have received the following:

GREEN LIGHTS, Greenville, Vol. IV, No. 1
JUNIOR GAZETTE, Trenton, Vol. II, No. 1
PURPLE AND GOLD, Hugh Morson High School, Raleigh, Vol. V, No. 1
SEAGROVE HIGHLITE, Seagrove, Vol. III, No. 1
SPENCER HI LIFE, Spencer, Vol. , No. 1
THE HELENIAN, Timberlake, Vol, II, No. 1
THE SPIRIT OF B.H.S., Belhaven, Vol. III, No. 1
THE TORCH, Yanceyville, Vol. I, No. 6 (Col.)
THE TRAINING SCHOOL BANNER, Scranton, Vol III, No. 1 (Col.)
THE SPECTATOR, Landis, Vol. II, No. 1
THE POINTER, Stony Point, Vol III, No. 1
THE SENTINEL, Belmont, Vol. 7, No. 1 (Col.)
THE SEARCH LIGHT, Winterville, September, 1938
THE WILDCAT, Vance School, Asheville, Vol. 2, No. 1

And from last year's editions we wish to add the THE RONOKO and the CHALONER ECHO from the Roanoke Rapids city unit.

Bulletins and papers, we believe, serve a very useful purpose, not only in getting useful and needful information to teachers, principal, pupils and patrons of the schools, but in helping each of those having a part in getting out these publications to express themselves. We think, therefore, that they are worthwhile activities of the schools, and wish to commend this type of activity to those units and schools not now having an activity of this kind.

NOTES AND ANNOUNCEMENTS

ART POSTER CONTEST FOR HIGH SCHOOLS

The American Artists Professional League has announced a Poster Contest for the high school students for the country for American Art Week, November 1-7. An outline of the plans for this contest is as follows:

1. Subject: American Art Week.

2. High school students only are eligible to enter the contest.

3. The local art supervisor and two local artists should serve as judges to select the five outstanding posters.

4. From each high school the five winning posters will be sent to Miss Katherine Morris, Room 204, Raleigh Art Center, Needham Broughton School, Raleigh, N. C., before the first of November.

5. From the State entries one poster will be chosen by the State jury and sent to compete in the National Contest. The remaining posters will be returned collect to the senders.

6. The State winner will receive a valuable, completely fitted Oil Color set (donated by Devoe & Reynolds Co., Inc.). The national prize winner will receive a check for $100.00.

The purpose of this high school contest is three-fold: First, it is desirable that high school students should be familiar with American Art Week. Secondly, it is believed that art instructors in individual schools will welcome an assignment of this character for their students. And finally, State and national prizes will be goals to strive for.

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PEACE POSTER CONTEST

The Fourth Annual Peace Poster Contest will be conducted again this year, it was recently announced by Miss Nancy J. Babb, Chairman, 140 N. 15th St., Philadelphia.

Any responsible organization, church, club, or school official willing to pay express both ways may borrow 25 original posters (weight 20-22 pounds) by writing Miss Babb. Art teachers and supervisors may receive an illustrated folder of Prize Winning Posters and instructions of this year's contest from Miss Babb also.

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W.P.A. PRISON CLASSES

"You can spot the prisoners who attended WPA classes last year", a prison camp superintendent recently stated. "They have a better attitude. They are more alert. They do better work. I'd like to require all my prisoners to attend adult education classes this fall."

Prison classes, which are entirely voluntary on the part of the prisoners, were held in 11 different prison camps in North Carolina last winter and spring. These night schools were so successful that many other camps have asked for similar work. All of the former classes, and several new classes, are expected to open this month in counties where WPA teachers are available.

DISTRICT CONFERENCES N. C. CONGRESS OF PARENTS AND TEACHERS

A schedule of the District Conferences of the North Carolina Congress of Parents and Teachers for this fall has recently been announced by Mrs. Doyle D. Alley, President N. C. Congress of Parents and Teachers. This schedule is as follows:

District	Director	Place	Date
No. 1	Mrs. E. N. Howell	Swannanoa, N. C.	Oct. 21
No. 2	Mrs. W. P. Dorsey	Shelby, N. C.	Oct. 24
No. 3	Mrs. E. P. Rhyne	Charlotte, N. C.	Oct. 26
No. 4	Mrs. J. G. Tingen	Burlington, N. C.	Nov. 12
No. 5	Mrs. J. T. Fesperman	Albemarle, N. C.	Oct. 25
No. 6	Mrs. L. D. Wall	Buies Creek, N. C.	Nov. 5
No. 7	Mrs. F. L. Harrell	Rocky Mount, N. C.	Nov. 12
No. 8	Mrs. C. E. Stevens	Tabor City, N. C.	Nov. 4
No. 9	Mrs. I. A. Ward	Elizabeth City, N. C.	Nov. 9
No. 10	Mrs. Raymond Fuson	New Bern, N. C.	Nov. 8

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P.T.A. RADIO PROGRAM, 1939

A series of radio programs sponsored by the State Parent-Teacher Association has recently been announced by Mrs. D. A. Coltrane, State Radio Chairman, Raleigh, N. C. The tentative schedule for these broadcasts is as follows:

October 3-8	State Chairman	January 22-28	Mental & Social Hygiene
9-15	Membership	Jan. 29-Feb. 4	Mental & Social Hygiene
16-22	Character Education	February 5-11	Mental & Social Hygiene
23-29	Character Education	12-18	Mental & Social Hygiene
Oct.30-Nov. 5	Character Education	18-25	Founders' Day
November 6-12	Character Education	Feb.26-Mar. 4	Parent Education
13-19	Character Education	March 5-11	Parent Education
20-26	Home Making	12-18	Parent Education
Nov.27-Dec. 3	Home Making	19-25	Parent Education
December 4-10	Home Making	March 26-Apr.1	Parent Education
11-17	Home Making	April 2-8	Emotional Guidance
18-24	Alcohol & Narcotics	9-15	Emotional Guidance
January 1-7	Legislative	16-22	Summer Round-up
8-14	Legislative	23-29	Health
15-21	Mental & Social Hygiene	Apr.30-May 6	Recreation for Our Children

The Hour and Day of Weekly Broadcasts

Asheville	-	Wednesday	3:45 - 4 P. M.
Charlotte	-	Thursday	2:15 - 2:30 P. M.
Winston-Salem	-	Tuesday	10:00 - 10:15 A. M.
Raleigh	-	Tuesday	2:30 - 2:45 P. M.
Greensboro	-	Friday	1:45 - 2:00 P. M.
Wilmington	-	Thursday	11:30 - 11:45 A. M.

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PUBLICATION NO. 205

The supply of publication No. 205, North Carolina, The Tar Heel State, is exhausted. A new supply will be printed in the near future, however, and requests that have not been filled will be held and filled when the printer makes delivery on this job.

W.P.A. FIRST AID COURSES

First aid courses are now open to interested adults in more than 20 counties in North Carolina. This work is carried on by the WPA Education Divison, in collaboration with the WPA Safety Division and the American Red Cross. Most of the other counties in the State are expected to start similar work within the next month or two.

Twenty hours of instruction are required to complete a standard first aid course. As now planned, each unit will last two weeks, with two hours of instruction daily except on Saturdays and Sundays. This will continue as long as there is sufficient enrollment to justify carrying on this phase of work. Fifteen is the minimum, and forty the maximum enrollment for each course.

The Adult Education Program assumed responsibility of conducting first aid classes in response to requests from many sections of the State. Thirty-five WPA teachers have recently completed a course which entitled them to teach first aid. The WPA Education supervisors secure the instructors, who are authorized volunteers from Red Cross chapters, interested doctors and nurses, and qualified WPA teachers.

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W.P.A. NURSERY SCHOOL NEWS

One thousand and fifty children of two, three, and four years of age who are now attending WPA Nursery Schools in North Carolina were immunized for diptheria during the past month. Most of these children have also been given health examinations recently.

Parent education meetings were held at each of the Nursery Schools during September. These were well attended and similar meetings will be held throughout the year.

Five new Nursery Schools will be opened in the State during October, according to the program now planned by Miss Rose L. Mills, WPA State Supervisor of Nursery Schools. At the present time there are nine white, one Indian, and eight Negro Nursery Schools in North Carolina. These are at Raleigh, Durham, High Point, Asheville, Waynesville, Charlotte, Rocky Mount, Wadesboro, St. Pauls, Pembroke, and Wilmington.

Local sponsors furnish buildings and equipment to Nursery Schools, a phase of the WPA Education Program. During the past year, 75,000 free lunches have been served to Nursery School children, all of whom come from under-privileged homes.

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ESSAY CONTEST LADIES AUXILLIARY TO THE VETERANS OF FOREIGN WARS

"True Americanism--How Best to Achieve It," is the subject of the essay contest to be sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars during 1938-39. The contest will be under the direction of a State essay chairman.

The contest will be open to high school students between the ages of 14 and 18. As soon as the rules are ready they will be given in this BULLETIN.

AMERICAN EDUCATION WEEK

November 6-12, 1938

The Program

General Theme - Education for Tomorrow's America

Sunday, November 6 - Achieving the Golden Rule
Monday, November 7 - Developing Strong Bodies and Able Minds
Tuesday, November 8 - Mastering Skills and Knowledge
Wednesday, November 9 - Attaining Values and Standards
Thursday, November 10 - Accepting New Civic Responsibilities
Friday, November 11 - Holding Fast to Our Ideals of Freedom
Saturday, November 12 - Gaining Security for All

Abundant, excellent material may be secured from the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

Four packets are available at 50 cents each, as follows:

Primary - Kindergarten School Packet
Elementary School Packet
High School Packet
Rural School Packet

Each packet contains splendid material for the program on each day's topic.

The superintendent of each city or county school administrative unit may appoint a number of committees to carry out a community-wide American Education Week program. The following are suggested: (a) the general committee, (b) program, (c) publicity, (d) community organizations, (e) school exhibits, (f) individual school committee.

Ample use should be made of the radio, newspapers, school papers, motion pictures, signs, posters, stickers, and proclamations.

The following selections are taken from materials found in the N.E.A. packets for American Education Week:

EDUCATION FOR TOMORROW'S AMERICA

J. W. Studebaker
United States Commissioner of Education

If the democratic social organization is to be preserved it must provide an educational base broad enough and vital enough to assure intelligent action by the masses of people. More than any other form of social organization democracy requires for its perpetuation an educational system which encourages the development of the native abilities of each individual. Not only that, but it requires an educational process which fits and contributes to the growth of the social organization and which prepares and assists people, not only as children and adolescents but as adults, to function in a democractic society. Such preparation can best be secured by continuing participation in the life of the home, of the school, and of society in general. In brief, the best preparation for tomorrow's democratic America is to practise democracy today.

With this conception of how to prepare for tomorrow, I submit two proposals

for practical action in strengthening American democracy thru education. First, in their own fundamental organization and operation, our schools and colleges should more clearly approach democratic societies so as to develop patterns of democratic behavior in the group life of the learner; second, it is the duty of educational agencies in a democracy to provide the maximum opportunity to youth and adults to study and discuss the current social, economic, and political problems with which our citizens must deal.

Education for a democratic society, however, begins in the home. Family life itself should function as one of the vital units of democracy. In this unit children and parents, too, should learn to act in the interests of the group; to respect the rights of others, and to cooperate in common undertakings. A democratic society cannot be maintained in a nation unless the social principles needed in the larger community are first practised in the home.

Since the direct influence of education begins in early childhood and continues thru the period of adolescence and to the years of adulthood, the schools, beginning with the nursery school and the kindergarten, cannot escape the obligation to develop habits of democratic behavior. If the school is managed like a totalitarian state it will prepare citizens for that kind of state, but we in America believe that the school can and ought to be managed on the principles of a democratic society.

Outside the classroom there are also unlimited opportunities for children and youth to practise democratic living. By organizing themselves to plan their own affairs, young people come to appreciate and understand the ways of democracy. By practising democratic procedures in the group-control over the affairs that are now of most interest to them, pupils acquire the ability to function as future citizens. The group planning of school discipline, of social activities, of publications, of playground activities, and of school sports affords a practical preparation for democratic living.

If a school system is to be run democratically there must also be freedom to inquire and to learn. The spirit of inquiry so evident in young children, often to the embarrassment of parents and teachers, should not be stifled as the children proceed from grade to grade so that by the time they leave high school they are satisfied to accept what the teacher tells them. On the other hand, inquiry on the part of pupils should be encouraged more than it is today. Once a teacher was heard to say: "When my children came to me last fall they had the habit of asking questions which their former teacher encouraged them to do, but I soon broke them of the habit." Pupils should also be permitted to exercise their right to make choices and to reach their own conclusions as a result of their own intellectual efforts.

In educating for tomorrow's America, which can best be done by educating for today's America, we must also plan to meet the needs of adult citizens for study and discussion of problems as they arise. The plans for such programs must provide for the maximum of participation on the part of adults. These part-time programs must demonstrate democratic procedures and they must help the adult in grappling with the complex problems of our day. I know of no better means than the community or public forum for the free discussion of community, state, national, and international problems affecting the lives of the American people. Discussion at such forums develops the capacity and desire of people to think for themselves. It gives strength and meaning to public opinion, because it stimulates citizens to organize their thinking and to check it by the thinking of others.

Woodrow Wilson said: "I conceive it to be one of the needs of the hour to restore the processes of common council. We must learn, we freemen, to meet as our fathers did, somehow, somewhere, for consultation. There must be discussion - in which all freely participate."

It is toward the realization of that kind of soundly supported democratic government that we must now make rapid strides.

In the planning of our educational program there is another group of people who should not be forgotten - young people who are not in high school, nor in college, nor at work! Many of them are not in high school because its offerings do not appeal to them, many are not in college because they are not financially able to attend, and others are not there because they cannot do the work demanded by the college. Provision, however, should be made somehow for the millions out-of-school youth to continue their education, even if some of them are but one-talented persons and not capable of pursuing the courses now offered in the schools. One talent may yield as large a proportinate increase as ten talents.

If our educational system is not such as will help boys and girls now in school democratically to solve America's problems as they arise, let us during American Education Week resolve to make it such a system.

(This article was prepared by the author especially for American Education Week. Use it in any way to strengthen your observance.)

I. Sunday, November 6 - Achieving the Golden Rule

Joseph R. Sizoo
Minister, Collegiate Church of St. Nicholas, New York City

We are living in a day when the nation is on the march. Seemingly we have determined to set up a whole new scheme of things. New fires are playing in the heart of the earth and civilization is becoming molten again. New seeds are being planted in new furrows destined to bring us new harvests. New waters are breaking forth out of hidden springs which will make their way one day to new and undiscovered seas. The sense of turmoil and change is upon everything and everyone.

Our modern day may be characterized by the word aspiration. There is everywhere among us a quest for the fuller life. You may think of it negatively in terms of revolution and revolt, an unwillingness to accept the disciplines of life, a refusal to live within the inevitable restraints of circumstance; but it is much more honest and fair to speak of it in terms of aspirations. We may not be in agreement with these aspirations. We may believe that they will only further entangle and enmesh the nation in deeper dilemmas and disillusionment. We may believe that if the aspiration of one group is to be realized the aspiration of another group must be denied. We may believe that if one section of the social structure is to succeed, another section must fail. We may believe that these aspirations are conflicting and contradictory and self-destroying. But they are there and we have to deal with them. The nation is on the march!

Now it is never easy to live in times of transition. If you are familiar with the open country and rural life you know that roads are al ays most difficu t to travel in the springtime. It is the time when frosts go out of the ground and ruts are easily formed and mud clings to the wheels. It is so with a nation that lives in the springtime. When you dig it will bring to the surface

foreign substance and rubble. You must let the water run for a little while before it becomes clear and cold. So it is true in the nation in a day such as this. What fills many with misgivings is the fear that a different nation may not be a better nation.

But one fact is becoming increasingly clear. If we are to build a braver and better tomorrow for our children certain obvious forces must be released in the life of today. There must come among us a new emphasis upon physical well-being, mental discipline, spiritual sensitiveness and civic responsibilities. We must have a more adequate security, higher social standards, and a more earnest committal to the ideals and implications of freedom. But before all else, and in order to set into operation these new forces there must come a new resolve to achieve and practiso the Golden Rule. In the last analysis democracy is simply practising the fine art of living together for the common good: it is the Golden Rule in national life. That was said long ago of one of the hill-tops of the land that He loved, by the greatest teacher of all time, is still true, "Whatsoever ye would that men should do unto you do ye also unto them." When the Golden Rule is released by a self-governing people you have taken the first and sure step to a new day. Th re is no more hope for a better tomorrow for our nation apart from that rule of religion than there is that my watch will run with a broken mainspring. Unless we learn to live together for the common good we shall never build a better order for our children, no matter who is President, or what the Congress may do. There are three possible philosophies by which men can live. These three philosophies may be summarized in the three expressions: live, let live, and help live. We shall never build a better world until we give ourselves loyally to that third philosophy of helping to live.

There is breath-taking need for that emphasis in our national life today. How little goodwill and understanding there is among us! We seem to be baptized with Prussic acid rather than with the love of our fellowmen. Hate is the modern American Tragedy. I never knew there was so much hate in the world. It is hate that is gnawing at the lute strings of our national life. We hate the Jew; we hate the German; we hate economic royalists; we hate the New Deal; we hate the old guard; we hate nine old men; we hate the Constitution; we hate the President; we hate the Congress. Young people hate old people and old people hate young people. One section of the country hates another section of the country. Hate has even crept into the relationships of races and religion. There are people who think if we only hate enough a better day shall come. It is tragic beyond words that there are those who believe that we shall hate ourselves into prosperity.

I do not mean to suggest that there are no wrongs to be righted. It is hard to justify some things in our country. It is hard to justify ignorance in the presence of educational opportunity. It is hard to justify disease in the presence of opportunities for healing and health. It is difficult to justify poverty in the presence of plenty. Sometimes I wonder if we have not been building our national life on human misery rather than on human understanding. But hate does not solve these problems; it only multiplies the problems. Our generation is waiting for the sunrise of ten thousand souls who will look at the dilemmas, disillusionments and distress of this confused hour, not in terms of hate, but in terms of love; not in terms of distrust, but goodwill.

Our public schools must lead the way to the realization of that objective. It is in the free public schools of the country where we must cultivate this new compassion on which lies at the root of true democracy, this living together for the common good. It is in the public school we break down barriers which are so baffling to the national life. Children from many ways and walks of life,

representing many creeds and schisms, born of various races and religions, come to the same school, learn the same lessons, share the same books, are guided by the same teachers and are trained to take their places together as citizens of the same country. This is no time to retrench the programs of public school education; it is rather time to increase its effectiveness. When education is given an increased opportunity in realizing that objective, and when the home and religion lend their support and authority, then indeed will a different nation be a better nation and change will be improvement. May God hasten the day!

(This article was prepared by the author especially for American Education Week. Use it in any way to strengthen your observance.)

II. Monday, November 7 - Building Strong Bodies

A HEALTHY CHILD

Is Alert Happy Active



He has good posture - prompt, effective muscular coordination.
He has bodily repose with freedom from constant, unnecessary activity.
He has endurance.
He has good color: children of different races vary in coloring, but in health, the mucous membranes of the lips and eyes and also the fingernails are definitely pink. The skin should be slightly moist, clear, soft and smooth.
He has a well-covered body with plentiful but not excessive fat.
He has a good bony structure - long bones of the arms and legs are straight with joints not out of proportion. Shoulders may be sloping or square but not rounded forward. His chest should be broad and deep with good expansion. His feet should be strong and limber, with straight inner borders from heel to tip of great toe, and the inner and outer sides of ankles equally prominent.
He should breathe easily and deeply thru the nose with mouth closed, showing unobstructed nasal passages.
His teeth should be well formed, well enameled, well set, clean, and free from cavities.
His eyes should be bright and clear with no unusual movement, no squinting, or dark fatigue rings.
His hair should be plentiful and with a natural lustre.
His weight should be suitable to his body build.
The conditions which will bring a child to optimal health are:

Regularity of meals.
Sufficient food of the right kind, varying in amount and selection with the age of the child. Avoid over-feeding as well as underfeeding.
Plenty of fresh air and sunlight.
Plenty of sleep with windows open.
Freedom from unnecessary noise and excitement.
A bath at least three times a week.
Brushing the teeth twice a day.
Correction of defects as they occur, for the detection of which physical examinations are necessary at regular intervals.
Happy associations and interesting things to do.

Abstract from Signs of Health in Childhood by High Chaplain, M. C., Published by N.E.A., 1201 16th Street, N. W., Washington, D. C.

HEALTH HABITS AND ATTITUDES TO BE DEVELOPED IN HOME AND SCHOOL

The child should have a thoro physical examination followed by correction of all remediable difficulties before entering school.

"Guiding children in healthful living is not accomplished by talking or preaching, but it can be brought about by having children take part in activities which allow for wholesome daily living. Sufficient opportunities should arise for the children to practice healthful habits, to develop attitudes, and to gain definite knowledge of healthful living in its broadest meaning."

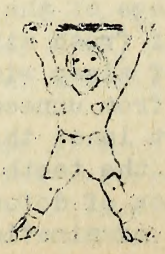
Health habits for which the home must be responsible

1. Eating three warm, wholesome meals daily, no sweets between, with some fruit and two or three vegetables, including one green leafy vegetable.
2. Drinking at least one pint of milk daily, no tea or coffee, and three, preferably four, glasses of water.
3. For children of four and five sleeping at least twelve hours each night (children six to ten - eleven or ten hours respectively) with fresh air.
4. Devoting all leisure hours to play out-of-doors, or in bad weather playing indoors with windows open.
5. Having a natural bowel movement every day (preferably in the morning).
6. Brushing the teeth at least once a day (preferably twice).
7. Taking a full tub or sponge bath at least once a week.
8. Washing the hands before eating and after going to the toilet.
9. Using a handkerchief properly, holding it over the mouth and nose, when coughing and sneezing.

Health habits for which the school must be responsible

1. Good posture, promoted by providing comfortable furniture which fits the individual child.
2. Playing outdoors. Children should run, jump, skip, climb, and play at least fifteen minutes each school session.
3. Drinking one-half pint of milk or water each session. Eating fruit or crackers or sandwich for lunch.
4. Proper elimination - teacher supervising the use of toilets.
5. Washing hands before eating and always after being to the toilet.
6. Keeping fingers away from mouth, nose, and ears.
7. Relaxing - if possible, a time when the children lie down.
8. Removing rubbers, galoshes, and sweaters in the schoolroom.
9. Using handkerchief properly.
10. Adjusting for individual physical difficulties.





III. Tuesday, November 8 - Mastering Skills and Knowledge

THINGS TO DO

Have a parent-teacher association meeting devoted to the topic "Growing in Skills and Knowledge" in which emphasis could be placed on an interpretation of new methods of teaching in the elementary school.

Send to parents a letter or leaflet discussing the topic.

Develop an exhibit of materials which have been developed by children. These may be displayed at the school or in store window exhibits.

Prepare articles for the press which discuss the topic for the day.

For parent-teacher meetings or other distribution to parents, an effective way to place before them the contrast between the old-time traditional school program and the newer type of elementary school program is to mimeograph for distribution the schedule of an old-time school program and a new type program. The following examples are from Gertrude Hildreth's Learning the Three R's - A Modern Interpretation (published by Educational Publishers, Incl, Minneapolis, 1936):

Typical Traditional Program
Third Grade
Hours: 8:45 to 3:00

Inspection
Assembly
Number drill
Mental arithmetic
Phonics vocabulary
Written arithmetic
Two minute drill in English
Spelling
Reading
Two minute drill in English
Civics
Recess
Correct form
Two minute drill in English
Music
Memory
Lunch
Inspection
Penmanship
Two minute drill in English
Supplementary reading
Sewing
Two minute drill in English
Word study
Form gymnasium
Dismissal

Also on the program for various days of the week:
Hygiene
Ethics
Sentence structure
Oral reproduction
Nature study

Illustration of the Newer Program
Third Grade

9:00 Plans for unit of work or project (Monday, Tuesday, Thursday); Fine arts (Wednesday); Cooking (Friday)
10:30 Physical Education (Monday, Tuesday, Wednesday); Rhythms (Tuesday, Thursday, Friday)
11:00 Individual work of varied types (daily) to meet individual requirements
12:00 Lunch followed by rest (daily)
1:00 Story hour or recreation (daily)
1:20 Reading or library (daily except Friday); Science activities (Friday)
2:00 Spelling, writing, and written composition according to individual interests and needs.
3:00 Dismissal.

IV. Wednesday, November 9 - Attaining Values and Standards

GENERAL INTRODUCTION

We used to tell our children how they should feel and do, but we did not let them feel or do it. Our schools were characterized by work and by passivity. So, when real problems arose, our pupils, young or old, did little. Their word knowledge did not represent well-defined attitudes, or habitual urges to positive action. They could reply in words to moral or social problems, but not in acts.

Now our schools are marked by more activity and less passivity. The child learns good habits and attitudes by living them in school. He learns kindness to animals by taking care of the school's pets. He learns responsibility by serving on the traffic patrol. He learns courtesy by practising it in real situations. He learns good health by living it.

Many "good habits and attitudes" are formed or practised "all together." In the same lesson, say, the child may be practising reliability, tolerance, respect for others, kindness, good reading, waiting his turn, sharing, helping or getting help, and good manners. Lessons of this kind, however, occur in the active school; not in the passive, pouring-in one.

PEOPLE TO STUDY AND DISCUSS AND FOR INDIVIDUAL REPORTS

1. Attitude of concern for public welfare - Pasteur, Lister, Janex, Addams, Nightingale.
2. Attitude of kindness - Lincoln, Franklin.
3. Habit of perseverance - Helen Keller, Columbus, Edison.
4. Habit of truthfulness - Washington, Penn, Lincoln.
5. Attitude of faith - Joan of Arc, Julia Ward Howe.
6. Democratic attitude - Jefferson, Horace Mann.
7. Habit of thrift - Franklin, Ford, Coolidge, Hoover.

Work

Let me but do my work from day to day,
In field or forest, at the desk or loom,
In roaring market-place or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
"This is my work; my blessing, not my doom,
Of all who live, I am the one by whom
This work can best be done in the right way."

Then shall I see it not too great, nor small,
To suit my spirit and to prove my powers;
Then shall I cheerful greet the laboring hours,
And cheerful turn, when the long shadows fall
At eventide, to play and love and rest,
Because I know for me my work is best.

- Henry Van Dyke.

V. Thursday, November 10 - Accepting New Civic Responsibilities

LIVING EXHIBITS

On Functions of Student Organizations

The purpose of the so-called "Living Exhibits" is to get over to the parents and citizens what the school is doing in training children to accept and perform responsibilities in the group.

It is planned that these "Living Exhibits" may be seen in the actual performance of their duties

At an assembly period these different groups might well explain to the visitors the purpose, organization, importance, and duties which belong to each group.

This plan of exhibits is stepping aside from the old traditional idea of school exhibits and hopes to create a keener interest in the functioning of the schools of today.

Suggested Living Exhibits

Book clubs in session.
Librarians at work.
Classroom helpers active.
Hospitality service rendered.
Milk distributors serving.
School beautiful committee at work.
Playground and gymnasium group.
Flag squad on duty.
Fire squads in service.
Safety patrols stationed.
Movie activities of the school.
School orchestra with pupil leader.

ACTIVITIES OF P.T.A.

Interest the parents in visiting the school.
Act as hospitality committee.
Extend greetings to visitors.
Attend assembly programs.
Observe classroom activities.
See "Living Exhibits" in action.
Arrange for radio addresses.

SUGGESTED SUBJECTS FOR RADIO ADDRESSES
By Educators or Leading Citizens

1. How the child's participation in the life of his Today will make him a more capable citizen in future years.

2. The responsibility of the community for the training of its future citizens.

3. The child's responsibility in the field of safety. (See suggested copy elsewhere in this folder.)

4. Character growth - a home and school responsibility.

5. Evaluating the elementary school.

VI. Friday, November 11, - Holding Fast to Our Ideals of Freedom

INTRODUCTION

With 13,000,000 rural pupils being guided in their learning by 462,000 teachers in nearly 214,000 rural schools, there is a tremendous challenge in the words, "Improving Our Rural Schools." Progress in making improvement depends, however, on the cooperation of all citizens, which, in turn, depends upon the completeness of their understanding of the needs for and the means of improving rural schools.

ENCOURAGING RURAL PATRONS TO KNOW THEIR SCHOOLS

Teacher's Invitation. Send an informal, cordial, written note - formality tends to frighten away some patrons - such as the following:

Dear Mr. and Mrs. Smith:

The latchstring of our school is always out, but we extend a very special invitation to you to visit us during American Education Week, November 6-12. Visit the building any time during the week to see us at our work. We think our program Friday evening, November 11, at 7:45 o'clock, will be particularly interesting and enjoyable. We hope you will plan to be with us. I, personally, shall be looking forward to a chat with both of you.

Sincerely yours,

A friendly personal visit or telephone call should supplement the written invitation, particularly to those patrons who are hesitant or indifferent to school activities.

Pupil's Invitation. A special invitation from their own child often encourages parents to visit school when other means fail. A folder style is readily made by the pupil himself. Designing the invitations is an excellent project for art classes.

SUGGESTED PROGRAM FOR COMMUNITY CLUB OR P.T.A. MEETING

As the setting for the meeting, have several displays of school work in the room or hall, or invite the group to meet in the school building.

Group Singing - Choose a song the parents sang in their school.

Talk by Community Leader - "Why I Wish I Had Had the Opportunities to Today's School."

Pantomine to interpret work of education. The following is suggestive:

"I did no more than the others did
I don't know when the change began,
I started as an average kind,
I finished as a thinking man." - Kipling.

(In center of stage is a model or outline of a school building, with doors at both ends. A reader speaks first two lines as curtain is drawn.

As he speaks third line, small boy comes on stage and walks into or behind model of school. As reader gives fourth line, an older boy, dressed as a man, emerges from other end of building and walks off stage. Second lad is concealed behind model when curtain rises; first lad remains behind or in the model of the school until curtain falls.)

Playlet interpreting improved objectives as "Our Education" given elsewhere in this folder.

Panel discussion - Three or four patrons, on topic "Opportunities We Wish Our Children Could Have in Our School".

Demonstration of Improved Teaching Methods - two or three units of the series suggested elsewhere in this folder.

To Begin A Program. The following unit for nine pupils may effectively begin a program. Letters in the word "education" are cut from heavy cardboard, twelve inches high and made in red. Pupils wear white. They carry their letters behind them as they appear on stage. As each mentions his letter, he brings it before him and holds it thus until drill is completed.

E is for excellent training we get in our schools;
D is for drills, so we'll surely remember our rules.
U is for urge - that which prompts us to learn and to know.
C is for care in all work wherever we go.
A means alertness and answers to "How best to live?"
T is for teachers, the help and the guidance they give.
I is our interest in studies, initiative too;
O is the opportunity for us and for you.
N stands for "Never forget the things we learn to do!"

All Pupils: Put all the letters together - they spell Education. The theme of our program tonight.

(Curtain)

INTERPRETING THE PROGRESS RURAL SCHOOLS HAVE MADE

Emphasize the progress of rural schools. Show that returns from money expended on education are greater than they have ever been. Make rural school progress vivid by presenting outstanding facts in forceful ways. The following are suggestive:

Improvement in School Buildings. To show improvement made in rural school buildings, arrange a model of the old-type building with few windows and trash-littered, treeless school ground. For contrast, arrange model of a typical modern rural school building with its adequate windows and the school ground with its flower beds, shrubs near the building, shade trees, well-arranged play spaces, and play apparatus.

More Rural Children Attend High School. Progress is reflected in the fact that an increasing number of rural pupils are attending high school. More rural children are securing this added training demanded by our increasingly complex civilization. A graph illustrates the trend. A similar graph may show the increase in your own state. Reference: Cook, Katherine M. "Review of

RURAL CHILDREN ATTENDING HIGH SCHOOL

1926	1,080,006
1930	1,437,731
1934	2,202,244

How do the figures for your own state compare with the above for the

Conditions and Developments in Education in : nation?
Rural and Other Sparsely Settled Areas." :
Biennial Survey of Education: 1934-1936. Vol. 1. United States Department of the Interior, Office of Education, Bulletin, 1937, No. 2. Washington, D. C.: Governing Printing Office, 1937. Chapter V.

Improvement in Learning Materials. Encourage pupils to prepare a display showing, as a placard explains, "Learning Materials Our Grandparents Used in Their Schools," and next, "Learning Materials We Have in Our Schools". The first unit shows two or three books, a slate, pencil, globe or map. The second includes probably a dozen books (indicating relative increase in available books); cloth; construction, corrugaged, and wrapping paper; newspapers; magazines; crates; pieces of wood; victrola (miniature); hammer; crayons; spools; small boxes; and so on. To show possiblities of further improvement, add a third unit, "Materials We Need for Improved Learning," and include additional books; clay; raffia and other weaving materials; an acquarium (miniature);(toy) stove, sewing machine, and piano; industrial arts tools; and so on. Items in each unit should be governed by those which the individual school actually has and those it needs.

Miniatures of schoolrooms may also show progress made. One is the old-type rural schoolroom with its old-fashioned benches, few books, uncovered water pail, poor lighting. The other is the improved rural schoolroom with its adjustable desks, reading corner, museum corner, covered water container, display cabinets, handcraft materials and tools, musical instrument, hot lunch equipment, experimental materials, bulletin board, and so on.

GAINING SECURITY FOR ALL

David Cushman Coyle
Engineer and Author, New York and Washington

Two hundred years ago most of the people in America were farmers and they looked for their security to the land itself. They raised several kinds of crops. They had animals to give them wool and leather as well as food. They cut their firewood on their own land. There were not many things that they had to buy at the store. Sometimes the crops failed or the Indians attacked them. Then all the people of the settlement had to stand together and help one another. But usually each family was able to provide for itself.

The farmer and his wife stored up food at each harvest. They added to their property by making furniture and cloth, buildings and tools for their own use. They did not worry much about what we now call "hard times" because they were not trying to sell these things to other people so as to get money to live on. They were their own producers and their own customers.

When these farmers grew old, their children took over the work of running the farm. The old folks sat in the chimney corner, or did the chores that were still within their strength. They felt secure in their old age, because their farm went on in the family, and they had a place there as long as they lived. The few who lost their farms and had no family to support them were taken care of in the poor-house at the expense of the more fortunate members of the community.

In these simple days the schools had not much to do except to teach a little reading, writing, and arithmetic. Most of the vocational training that the boys and girls had to have was learned in doing the chores on the farm. Their education made them secure, because even if their farm was washed away, they could go West, take up new land, and make a living out of their own investment of knowledge and skill.

Today, most of the old self-contained farming life has disappeared from America. The vast majority of people live either by working for wages or by farming for money. Even the farmers usually grow one or two crops and sell them to buy food and clothes. So in these days almost everyone lives by money instead of living by the things he has made for himself. This has changed the way in which we look for security.

Instead of saving corn and salt meat and piles of linen, we save money, so that if we lose our job or are sick or grow old, we can have that money to live on. Those who are unlucky and lose their money, or who have never been able to save any, have to be taken care of in misfortune by the community.

The trouble with saving money to give us security is that not very many people can do it. Think what would happen if every grown person in this country should save 10 thousand dollars. There are 70 million grown people, so that would be a total of 700 billion dollars. When people save money, they do not usually put it away in a sock. We could not put 700 billion dollars in the sock because there is only about 30 billion dollars in circulation. Instead we put it in the savings bank or in a life insurance company, or buy some kind of investment. We lend the money, and it goes back into circulation, but whoever borrows it is, of course, in debt until he pays it back. But how could we lend 700 billion dollars? All the debts in the country are less than half as much as that. The fact is, that when we all try to lend money the debts grow so big that the borrowers can never pay them, and we have a panic, as we did in 1929.

It is, therefore, impossible to gain security for all by teaching everyone to save money. It is good for everyone to have a little money saved up for a rainy day; but we cannot all save enough to keep us in old age without destroying prosperity, and having to spend it to live on while we are out of a job.

This is the reason that we have to use other ways to make ourselves as secure as possible. There are two principal ways to add to our security without saving too much money--public insurance and education.

We are beginning to develop a system of public insurance against unemployment, sickness, and old age. Old age is the most important because it takes the most money. We shall have a system that will give us protection in old age by giving everybody an old age pension large enough to keep the wolf from the door. Instead of each person saving for his own old age, everyone will pay his premium each year, and the money will go direct to the old folks. We do not have this system yet, but we are working toward it. When it is worked out, we can have a modest security in old age by paying for other people's security while we are young. This will not require building up 700 billion dollars of debt, or any debt at all, for that matter. It is what is called sharing the risk, and is like the way the colonial farmers shared together in matters that they could not handle each for himself.

In education we now have to give the children most of their training in school because they do not get it at home. Children need to learn how to keep physically strong so as not to be struck down by disease. They also need to learn the skills and virtues that make it easier to get a new job when the old one disappears. These arts can be taught in connection with almost any subject, and are most important for personal security.

First, the child needs to know how to read easily and understand afterwards what was in the book. This ability is not very common, but it is important in getting a job.

Second, the child needs to know how to write or speak so as to give a clear idea of what he is trying to say. This again is somewhat rare but also extremely

useful.

Third, the child needs to know how to be accurate and not make costly blunders Employers like to raise the pay of employees who never make bad istakes.

By giving children these useful skills, the schools can give them a form of property that will pay dividends thrubut life and will be a good base to stand on in time of storm.

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N. C. STATE MUSEUM

Information Circular 38-10

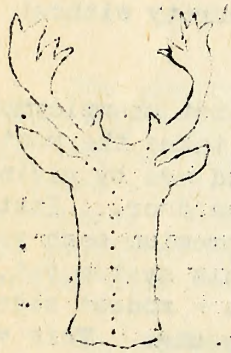
WHITETAIL OR VIRGINIA DEER

These are our most abundant big game animals, and they are found in both eastern and western North Carolina.

Trophies

The antlered heads of Deer make attractive trophies when well mounted, while the skins serve as useful rugs or garments when tanned.

To Skin a Head for Mounting



1. NEVER cut the throat, or under the neck; bleed from a hole at the left base of the neck.
2. Cut and skin from along the back of the neck as shown by the dotted line in the diagram.
3. Cut the neck skin long, close to shoulders and brisket.
4. Skin off, cut ears close to skull, and be careful to save all the skin around eyes, nose, antlers and lips.
5. Unjoint skull, remove brain, and trim off surplus meat from skull and skin.
6. Salt or ice thoroughly, in every possible place, pack well and get it to the Taxidermist as soon as possible.
7. Do not cut holes in skin, clean and salt, and then tan locally or ship to tanner.

NOTE: Due to the care and skill necessary to properly skin out the head, many hunters prefer to ship the head with the skin attached. In this case you should remove the brain and work plenty of salt into all openings, including the mouth and nostrils. If the weather is warm, it is well to pack in ice, or chill in an ice house and wrap well, for shipment.

- 0 -

GOOD FORMULA

Formula for success: Stand up to be seen, speak up to be heard, and shut up to be appreciated.

THEME

If you can think
Of teaching school
As something else
Besides the task
Of calling rolls
And listing grades
And checking tests
On questions asked
On "page fourteen
Of chapter five,"
You have a chance
To help some child
To catch a glimpse
Of what the thing
Is all about.

If you can see
That school is not
Simply a place
Where history books
And English texts
And colored maps
And number charts
Are separate things
Must be a part
Of life itself
And be worked in
With artist's touch
To blend with all
The colors rare
That go to make
A picture true
Of active life
That in its turn
Must fit into
The scheme of things
That are to be.

- W. P. K.

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VOLUME III NUMBER 3

November, 1938

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

November 9, 1938

To Superintendents, Principals and Teachers:

In Re: Book Week

Book Week, now observed nationally in November of each year, occurs this year during the week of November 13-19. The theme for this year's observance, "New Books - New Worlds", is very significant, for books really open the doors of new worlds in giving us the opportunity to visit and to learn about new places and things.

There are various ways of celebrating Book Week - exhibits, plays, contests, auditorium programs, essays, the making of posters, etc. During this week the joy of reading good books may be stressed. In many instances the schools cooperate with booksellers, churches, libraries, women's clubs, parent-teacher associations and newspapers.

It was Cicero who said, "Books are the food of youth, the delight of old age; the ornament of prosperity, the refuge and comfort of adversity; a delight at home, and no hindrance abroad; companions by night, in traveling, in the country."

I hope very much that each school in North Carolina will in some way take part in this national celebration.

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

NORTH CAROLINA
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NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

Volume III November, 1938 Number 3

Issued monthly by the State Superintendent of Public Instruction, Raleigh, N.C.

Quotation: A learned man has always wealth in himself. - Phaedrus.

EDITORIAL COMMENT

ILLITERACY "Illiterate patrons? Not in my school unit!"

But to the great surprise of many people, there are an amazing number of illiterate patrons in almost every school unit in the State. This has been revealed since State Superintendent Clyde A. Erwin wrote a letter to all superintendents in North Carolina asking that the names of illiterate patrons be reported to Mrs. Elizabeth C. Morriss, State Director of both the WPA and State-Aid education programs. More than 2,000 names of illiterate persons were turned in less than two weeks after the letters were sent out.

These mothers and fathers cannot sign their children's report cards. They have to depend entirely on "they say" as a news source. Too often, with no education themselves, they are content that their children receive little or no education.

What is the future of these illiterate patrons, many of whom are in their early 30's with more than half of life ahead of them? Will they all be enrolled in adult classes? Unless the present adult education program is greatly extended it will be impossible to reach a great many of them. Ten counties in the State have no WPA education programs, 31 have only white teachers, and five have only Negro teachers. Just 23 school administrative units have State-Aid adult programs.

But wherever there is an adult teacher, every effort will be made to place first emphasis on reaching the X-mark school patrons. Knowing just who and where these patrons are is a definite help in the attempt to reduce illiteracy to a minimum by 1940.

With the next census so near at hand, the most acute problem faced by adult education is to keep other states from forcing North Carolina lower in the literacy scale. In the 1930 census, there were six states between us and the very bottom. But at least three of these states are making extraordinary efforts to reduce illiteracy. Unless the adult education program is extended in our State, we shall have not more than two or three states to "thank God" for in 1940.

The adult education department realizes that teaching a man to sign his name and to read a few pages is only the opening wedge in the adult education field. But if the adult teacher arouses a man's interest in the world of print, that man is going to seek further knowledge. He will demand a continuing educational opportunity for himself and his children. Only in this way can he possibly attack his own problems, can he raise the standard of living in his home.

COLUMBUS COUNTY TEACHERS HANDBOOK

As stated in the October number of this BULLETIN, several administrative units have issued handbooks for the use and guidance of their teachers and principals. The Columbus County unit under the superintendency of Mr. H. D. Browning, Jr., has prepared an especially good bulletin of this kind.

In setting up a program for the year, Superintendent Browning and his teaching staff have set up the following for special emphasis:

1. Good Teaching
2. Safety Education
3. Good Housekeeping
4. Supplementary Reading

One of the most successful programs ever undertaken in the county schools, outlined on page 16 of the Handbook, is the countywide program of instrumental music offered in the schools. One full-time and one part-time director has been provided, and free instruction is given in each of the white schools. Each student furnishes his or her own instrument but uniforms for bands are furnished by the county. The program has been received enthusiastically, so Supt. Browning states, by all the schools.

The BULLETIN wishes to commend Supt. Browning not only in his excellent Handbook, but also in the very fine program of instruction provided for in the schools of Columbus County.

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BURLINGTON HANDBOOK

The Handbook of the Burlington city administrative unit contains the usual calendar and general information for the teachers and principals, but it is especially helpful for its discussion of the organization of the schools and the provision made for professional study. The purpose of the Burlington Handbook with its title slogan "Better Schools for Burlington", as stated in the Introduction, "is three-fold:

First - to convey information and instructions
Second - to review recent accomplishments
Third - to set the stage for future endeavors"

Superintendent Spikes and his staff are to be commended for this excellent presentation of the school program.

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CAMERON BULLETIN

The Cameron High School, Moore County, has issued an "Administrative and General Bulletin", the purpose of which "is to assemble information concerning the organization and administration of the school and to present a few hints, some of which we hope you will find helpful."

This bulletin contains a lot of useful information, including schedules of various kinds, directory, regulations, suggested readings, honor roll requirements, organization of the school, and requirements for entrance into the larger State institutions of higher learning. This latter information should prove especially helpful to pupils who plan to attend college.

This bulletin is an example of excellent planning on the part of the principal of a high school. Let's give Principal Lowry a "big hand".

MOST URGENT NEEDS

Vocational education is the most important need of the schools of North Carolina with the 12th grade coming second, it is indicated by replies being received by a special committee on education appointed the past summer by Gov. Hoey.

It will be recalled that in response to action of the 1937 Legislature, the commission headed by Dr. Julian S. Miller of Charlotte was named. From the governor the commission received instructions to make a thorough investigation of the entire public school system.

Immediately following the organization meeting in August, the commission began public hearings in western, central and eastern sections of the State, each of these meetings being attended by approximately 250 people representing various phases of the life of the State. In addition to this approximately 2,000 questionnaires were mailed out to individuals and to officers or organizations and agencies in the State. Heads of various departments, including the State School Commission, the North Carolina Education Association, the Department of Vocational Education and the State Department of Education have been heard in special meetings.

The commission is still investigating and finding facts. Its report, which will be formulated next month, will be awaited with keen interest. A bulletin from Guy B. Phillips of Chapel Hill, secretary, says it is the purpose of members of the commission to keep an open mind on all topics and to work out the final report in terms of actual situations and needs.

It is not surprising that vocational training and the institution of a 12th grade should have such prominence in the recommendations that have been made to the commission. Schools are coming more and more to train young people for a life's work rather than to give them just an academic education. Modern inventions have taken away many of the jobs that almost anyone could do and have forced those seeking work to become trained in their profession.

Reference has heretofore been made in these columns to the large number of persons who are coming to North Carolina because of the less expensive education offered by its colleges and universities. Many of these young men and women come from schools having 12 grades. They have caused the standards of the institutions they are attending to become raised, so that graduates of North Carolina's 11-grade schools are finding it more and more difficult to compete with them. In fact, many North Carolina girls and boys are finding the going extremely tough when competing with the graduates of 12-grade schools.

It seems altogether likely that the State is going to be forced into providing both vocational training and 12-grade schools. - Editorial, Siler City NEWS, October 21, 1938.

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DO YOU KNOW?

That the games of jacks, ball and jumping rope were played by the children of the Romans.

That the earliest civilization of the Egyptians included dancing, and its invention was ascribed by them to their God Thoth.

That hand-ball is believed to be the parent of all our modern games of ball, the ancestor of tennis, cricket and baseball.

That Gertrude Ederle was the first woman to swim successfully the English Channel. Her time was 14 hours and 34 minutes.

That shinty is the Scotch name for hockey, which is also known as hurley in Ireland.

- New York State Journal of Health.

NOTES AND ANNOUNCEMENTS

BOOK WEEK

The germ of Book Week originated, more than a decade ago, in the mind of Franklin K. Matthiews, chief librarian of The Boy Scouts of America. He interested other librarians in the idea of devoting a particular seven-day period of each year, midway between the summer and Christmas holidays, to stressing books for boys.

This group of literary missionaries dreamed of showing the younger generation the pleasures and advantages of the book habit and so of raising continually new crops of eager and discriminating readers.

The splendid dream was at once vigorously translated into action. From the start, Boys' Book Week was a huge success. Soon, unable to show just cause for excluding the girls, and stimulated by the eloquent advocacy of Frederic G. Melcher, it became Children's Book Week. Before long the new idea met with such a hearty welcome not only from children but also from grown-ups, that its original, specialized, juvenile significance was swamped in a general observance by old and young alike.

Children's Book Week has now, in the minds of the great majority, become plain Book Week, without distinction of sex, age or previous condition of literacy. - From Sanford and Schauffler. The Magic of Books. Dodd.

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1938 BOOK WEEK SLOGAN

The Book Week slogan for 1938 is "New Books - New Worlds" which is a title broad enough to include old and new favorites for every reader. A variety of useful materials for calling attention to Book Week can be secured from Book Week Headquarters, R. R. Bowker Company, 62 West 45th Street, New York City. Especial attention is called to the following materials:

Book Week Manual "Accent on Youth". Free.
A 16-page booklet presenting the purposes of Book Week and giving suggestions and ideas for its observance.

Poster - 17 x 22 inches. 25¢ each.
A four color poster combining a sailing ship and a book.

Book Marks. $1.50 a thousand.
A full color reproduction of the poster with directions for the care of books. One thousand lots minimum.

Children's Book Parade. 10¢ each.
A 52-page catalog of the best books for boys and girls, books that are recent and those that are timeless.

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BULLETIN ON SPECIAL CLASSES

The Division of Instructional Service has recently prepared for distribution a bulletin on "Special Classes for Handicapped Children in the Elementary School". Copies of this bulletin may be secured by persons interested in this phase of elementary school work. In requesting the bulletin refer to IS643.

FEDERAL EXPENDITURES IN NORTH CAROLINA

Federal expenditures in North Carolina amounted to $439,992,627 during the 5-year period March 4, 1933 through June 30, 1938, according to a statement released by E. Leigh Stevens of the National Emergency Council for Virginia and North Carolina. This total includes both loans and grants made by the Federal agencies.

The loans have been made to business and industry, farmers, home owners and flood or catastrophe sufferers. The grants have been made for relief and work relief, aid to farmers, public works, conservation work and social security payments to the aged, blind and dependent children.

Total loans disbursed follow:

Reconstruction Finance Corporation	$ 27,987,076
Farm Credit Administration	66,700,219
Farm Security Administration	5,601,965
Commodity Credit Corporation	23,193,903
Home Owners' Loan Corporation	31,394,471
Public Works Administration	8,035,576
Rural Electrification Administration	890,813
Federal Reserve Board (business loans)	1,264,417
Total	$ 165,068,440

Grants or expenditures total:

Agricultural Adjustment Administration	$ 62,475,514
Farm Security Administration	5,699,289
Civil Works Administration	12,143,150
Federal Emergency Relief Administration	39,898,184
Civilian Conservation Corps	50,099,346
Bureau of Public Roads	31,195,236
Public Works Administration	21,980,337
Works Progress Administration	37,895,353
Other expenditures from the Relief Acts of 1935, 1936 and 1937	6,035,964
Social Security Act	4,322,068
Public Buildings (Treasury Department)	3,179,746
Total	$ 274,924,187

In addition to these loans and expenditures the Federal Government through the Federal Housing Administration, has insured modernization and improvement notes, and accepted mortgages for insurance, in the amount of $19,106,126 during this period. - National Emergency Council.

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PROFESSIONAL MEETINGS CABARRUS COUNTY

The meetings planned for professional study by the Cabarrus County teachers will center around the subject of "The School and the Community". Cabarrus County teachers have always held interesting professional meetings, but this year the feeling is that the meetings will be of unusual interest. Mr. Floyd Woodward, Principal of the Mt. Pleasant School, is Chairman of the high school group. The topics for five meetings of the high school group are:

1. Integration and Teaching Methods
2. Guidance
3. Related Activities
4. Public Relations
5. The School as A Community Center

GREAT PLAYS TO BE BROADCAST

Two thousand years of drama - from Ancient Greece to Broadway - a series of radio plays, is now in process of being broadcast by the National Broadcasting Company each Sunday afternoon over the Blue network from 1:00 to 2:00 P.M.,EST. Although several of these plays have already been presented, the complete list is given here:

Broadcast Date	Title of Play	Author	Originally Produced
October 16	The Trojan Woman	Euripides	415 B.C.
October 23	Everyman	Morality Play	1529
October 30	The Great Magician	Carra	1584
November 6	Doctor Faustus	Marlowe	1588
November 13	Midsummer Night's Dream	Shakespeare	1592
November 20	Julius Caesar	Shakespeare	1600
November 27	Othello	Shakespeare	1605
December 4	The Cid	Corneille	1636
December 11	Life Is A Dream	Calderon	1637
December 18	Bourgeois Gentilhomme	Moliere	1670
December 25	School Holiday		
January 1	School Holiday		
January 8	She Stoops to Conquer	Goldsmith	1773
January 15	School For Scandal	Sheridan	1777
January 22	Mary Stuart	Schiller	1801
January 29	Hernani	Hugo	1830
February 5	Richelieu	Lytton	1839
February 12	The Octoroon	Boucicault	1859
February 19	Redemption	Tolstoi	1875
February 26	The Doll's House	Ibsen	1879
March 5	Patience	Gilbert-Sullivan	1881
March 12	Camille	Dumas Fils	1852
March 19	Cyrano de Bergerac	Rostand	1897
March 28	Peter Pan	Barrie	1904
April 2	The Blue Bird	Maeterlinck	1908
April 9	Justice	Galsworthy	1920
April 16	Back to Methuselah	Shaw	1922
April 23	Oliver Cromwell	Drinkwater	1923
April 30	White Headed Boy	Robinson	1924
May 7	Elizabeth the Queen	Anderson	1930

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EDUCATIONAL DIRECTORY FOR 1938-39

"Copy" for the annual Educational Directory issued by the State Department of Public Instruction has been sent to the printer. It is expected that the 1938-39 edition of this publication will be available for distribution about December 1st.

The publication for this year will not only give the various lists usually given, but will also give by each public school the number of teachers and principals employed. This information is given for both white and Negro schools. The booklet will be distributed to all superintendents, and to others requesting it, when it comes from the press.

PRIVATE BUSINESS SCHOOLS ORGANIZE

On Tuesday, October 25, the representatives of private business schools and colleges in North Carolina met in Greensboro at the call of the State Board of Commercial Education for the purpose of discussing matters pertaining to the further progress of business education. There was a full day's program with meetings in the morning, afternoon and a dinner meeting in the evening. Appearing on the program were Dr. Clyde A. Erwin, State Superintendent of Public Instruction, who presided over the morning meeting, Dr. Thos. W. Noel, Head of the Department of Commerce, Winthrop College, Rock Hill, S. C., Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction, Raleigh, Prof. G. H. Parker and Prof. Vance Littlejohn of Woman's College, Greensboro, Miss Christine Harris of King's Business College, Greensboro, and Mr. Gordon Pritchett of Draughon Business College, Winston-Salem.

The group voted unanimously to form an association of business college representatives and on recommendation of an organization committee the following officers were named:

President, W.R.Middleton, Draughon Business College, Winston-Salem
Vice-President, L.D.Thomas, Carolina School of Commerce, Rocky Mount
Secretary, William Faulkner, Dickinson Secretarial School, Charlotte
Treasurer, M.O. Kirkpatrick, Cecil's Business College, Asheville

A committee was appointed to consider the matter of standards and accreditments for private business schools and colleges. This committee was made up of F. D. Tillotson, Carolina Business School, Charlotte; Stephen G. Worth, Worth Business College, Fayetteville; Miss Marie Handlen, Bryce Commercial College, High Point; Miss Carolyn Westmoreland, Draughon Business College, Winston-Salem, and Mr. R. Gibson, Jr., Hardbarger's Secretarial School, Raleigh. This committee made a report at the evening meeting, making tentative recommendations. The group moved that the committee be continued and that two others be added. Mr. L. D. Thomas, Carolina School of Commerce of Rocky Mount and Mr. Leroy Thacker of King's Business College of Greensboro were added to the committee. The committee was authorized to make a further study of standards and accreditment and report at the next meeting of the association of private business schools and colleges.

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N.C. CONGRESS OF COLORED PARENTS AND TEACHERS

The State Convention of the North Carolina Congress of Colored Parents and Teachers will hold its annual meeting in Raleigh at the Washington High School, Saturday, November 26th. Delegates from every section of the State are expected to attend this meeting.

This State association was organized on April 2, 1927. Its aim centers around the making of better citizens of the Negro boys and girls of the State. There are now 40 county and 22 city associations with a total active membership of 10,673 parents and teachers.

According to the annual reports these organizations raised $18,000 last year. This money aided in the purchase of school buses, in the erection of school buildings, in supplementing teachers salaries, in providing free lunches for needy children, in building up libraries, in beautifying school grounds, and in purchasing equipment where needed.

The State Congress also sponsors a summer camp for children, the first of which was held last summer with very encouraging results.

SAFETY IN SCHOOL SHOPS

Teachers of shop courses have been urged to protect their students in the use of power tools in a recent letter by T. E. Browne, Director of Vocational Education for the State Department of Public Instruction.

"The increased use of power tools in our shop", said Mr. Browne, "places an added responsibility upon every teacher to see that these tools do not bring tragedy in the loss of fingers, eyes, etc. ..... Power tools should not be used by young, immature students unless carefully supervised and then only with every guard and protective device in position.

"Beware of using cheap power tools, because therein is one of your greatest dangers", Mr. Browne also urged. "Buy only those tools on the approved list of the Division of Purchase and Contract. Only dependable tested tools are on State contract".

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NEW RADIO SERIES "WINGS FOR THE MARTINS"

The quandary created by Jimmy's report card, the family furror over Barbara's "homework", the problems of Patricia's preparation for college, these and the many other real and daily "dramas" that education introduces to millions of Americans in their homes, schools, and communities will be aired 9:30 to 10:00 P.M., every Wednesday night beginning November 16. Prepared and presented by the Office of Education, United States Department of the Interior, the series will be produced with the cooperation of the National Congress of Parents and Teachers and the National Broadcasting Company.

WINGS FOR THE MARTINS is the title of the new Blue network series. It succeeds EDUCATION IN THE NEWS, a weekly program presented by the Offic of Education in cooperation with the National Broadcasting Company for more than four years, and the weekly half-hour series of radio programs presented by the National Congress of Parents and Teachers.

Seven initial programs will be:

1. Jimmy Runs Away	November 16
2. Children are Persons!	November 23
3. Everybody Joins a Club	November 30
4. Let's Give Them Books	December 7
5. Keeping the Family Well	December 14
6. She Hasn't a Thing to Wear!	December 21
7. No Fun at Home?	December 28

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STATE HEALTH EXHIBIT WINS FIRST PRIZE

The exhibit of the North Carolina State Board of Health at the annual meeting of the American Dental Society recently held at St. Louis, Missouri, won the first prize.

The exhibit, gotten up by the Oral Hygiene Division of the North Carolina Health Board, of which Dr. Ernest A. Branch is the Director, consisted of a school room scene with figures illustrating the pupils and a dentist teaching them mouth health; also photograph of staff workers and a display of educational material sent out from Dr. Branch's office in Raleigh.

Dr. Branch, who has filled engagements in Canada, California, Texas and other points on the North American continent, because of the outstanding success of his work in North Carolina, was there in attendance upon the Dental Society meetings.

TWELFTH GRADE

Schools Operating the Twelfth Grade, 1937-38	Schools Adding Twelfth Grade, 1938-39
Washington (white only)	Wadesboro
Durham	Asheville
Roanoke Rapids (white only)	Lenoir
Charlotte	Wilmington
Rocky Mount (white only)	Greenville
Hamlet (white only)	Lumberton
Rockingham (white only)	Raleigh
Reidsville	

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INTERSCHOLASTIC BOXING RESOLUTIONS

The following resolution in regard to interscholastic boxing was adopted by the Society of State Directors of Health and Physical Education at the annual meeting held in Atlanta in April, 1938:

WHEREAS: There seems to be an increasing tendency to promote interscholastic boxing in some communities and on the part of some individuals, and

WHEREAS: That activity on such a highly competitive basis is known to be potentially dangerous to the welfare of boys participating.

BE IT THEREFORE RESOLVED: That the Society of State Directors of Physical and Health Education disavow all intention to give support to this development and recommend that school officials in positions to control boxing matches between school teams, eliminate this activity from their athletic programs ---

BE IT FURTHER RESOLVED: That this Society encourage the National Federation of High School Athletic Associations to establish an official policy disapproving boxing as an interscholastic sport.

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JUNIOR HIGH SCHOOL COMPETITION

A few years ago the National Society of State Directors of Physical and Health Education adopted the following: "That American interscholastic football for junior high school boys is undesirable."

At the National Convention of the American Association for Health and Physical Education in Atlanta, Georgia, last spring, the National Association adopted the following resolution:

"Inasmuch as the junior high pupils are in the midst of the period of most rapid growth, with the consequent bodily weaknesses and maladjustments, partial ossification of bones, mental and emotional stresses, physiological readjustments and the like, be it therefore resolved that leaders in the field of physical education should do all in their power to discourage interscholastic competition at this age level because of its strenuous nature.

"Be it further resolved that wherein school systems continue to foster a program of interscholastic sports competition for junior high schools, they be urged to limit it to pupils who are physiologically mature as measured by X-ray pictures of the degree of carpal bone ossification, advanced chronological age plus beard growth, or some such indication of physiological maturity."

HEALTH AND PHYSICAL EDUCATION

The following schools are expanding their physical and health programs for the coming year. The first five schools have employed full-time certified teachers of physical and health education:

Lexington High School, Lexington, Davidson County
Kings Mountain High School, Kings Mountain, Cleveland County
Hugh Morson High School, Raleigh, Wake County
Stony Point High School, Stony Point, Alexander County
Rockwell High School, Rockwell, Rowan County
West End High School, West End, Moore County
Fairmont High School, Fairmont, Robeson County
Fayetteville High School, Fayetteville, Cumberland County

Crowell Little, graduate of the University of North Carolina and an all-southern football star, has accepted a position at Kings Mountain High School as Director of Physical Education and will be in charge of coaching major sports.

Arnold Ray, Davidson College graduate, has been appointed Physical Education Director at Lexington High School.

S. O. Brandon, graduate of Campbell College and M.A. degree from Michigan University, will be Director of Physical Education at Hugh Morson High School, Raleigh. Last year Mr. Brandon was in the Mathematics Department of the Needham Broughton High School, Raleigh.

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ROOM FOR GROWTH AHEAD

Statistics recently released by the United States Office of Education, and published in School Life, bear witness to the rapid growth of physical education programs in the high schools of the country. Registration reports from 2,896,630 children enrolled in 14,725 four-year high schools in 1928, and 4,496,514 children in 17,632 in 1934 show that the percentage of schools offering physical education has risen rapidly from 7.01 per cent in 1928 to over 50 per cent in 1934. The percentage of pupils registered for physical education has grown in the same period from 15.03 to more than 50 per cent. In some states practically all schools offer physical education, and a large majority of the students are enrolled. In other states it is offered in less than one-fifth of the schools and reaches one-third or less of the high school population. Areas most highly industrialized have been the most eager to introduce the subject, while agricultural states have not felt the need for it so keenly. Physical education and problems in American democracy are reported as the two subjects showing the highest rates of increase in offerings and enrollments of all those included in the survey. - Journal of Health and Physical Education, November 1937.

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EDUCATION cannot increase a person's intelligence. It can only train a person to use what intelligence he already has.

There is no means known to science whereby intelligence itself can be increased. It is heredity, just as the color of our eyes is, and we can train it and make it infinitely more effective and more useful to ourselves, but we cannot increase it.

Without training, intelligence is likely to be useless. Most of us do not train and use more than a small part of our intelligence in life. - John Harvey Furbay, Ph.D.

SPORTS ACCIDENTS

Swimming and hunting cause more accidental deaths than any other sports. There are no data which show the exact numbers of these fatalities, but from U. S. Census Bureau reports it is possible to make estimates.

In 1936 there were 6,973 drownings of all kinds. Census Bureau reports show that nearly 18 per cent of all drownings occur in water transportation accidents, automobile accidents, and others that are clearly not associated with swimming. Therefore, in 1936 there were about 1,200 such deaths. In addition, there were about 600 drownings of persons so young or so old that it seems unlikely they were swimming when drowned. Finally, there were occasional drownings of able-bodied persons who were in the water but were not swimming--for example, building or repairing bridges, fishing, etc. In view of this evidence the "drowning while swimming" total is estimated to be 5,000.

Deaths from all firearms accidents in 1936 numbered 2,882. Considering the age and sex distribution of these fatalities, and information received from state and city health departments, it may be estimated that about 750 were home accidents and 100 occupational accidents. Hunting accidents, therefore, probably caused 2,000 deaths.

National totals of other sports accidents are not available. Interesting data, however, are presented in a five-year summary of sports and recreation accidents among policyholders of the Travelers Insurance Company. In this experience swimming accidents made up 8 per cent of the sports accidents total.

Hunting accidents constituted 3 per cent of the accident total. Baseball accidents were most numerous (12 per cent of the total). Boating and canoeing accidents were relatively infrequent but quite severe. - 1938 Edition, "Accident Facts", National Safety Council, Inc.

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SOUTHERN CONFERENCE PROGRESSIVE EDUCATION ASSOCIATION MEETS

The Southern Conference of the Progressive Education Association will be held in Greensboro, December 2 and 3, 1938.

The theme of the conference program is "Education and Southern Problems". Among the southern leaders who are invited to participate in the program are: Dr. W. C. Jackson, Dean of Administration, The Woman's College; Gerald Johnson, Editor, Baltimore Sun; Dr. Frank P. Graham, President, The University of North Carolina; Jonathan Daniels, Editor, News & Observer; Paul Green, The University of North Carolina; William Dodd, National University, Washington, D. C.; Arthur Raper, Agnes Scott College; Carson Ryan, President, Progressive Education Association; Dr. Rupert B. Vance, University of North Carolina.

States participating in the conference will be: Virginia, North Carolina, South Carolina, Georgia, Florida, Tennessee, Alabama, Mississippi and Louisiana.

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ONE-TEACHER schools are disappearing in the United States at the rate of seven per day, according to the United States Office of Education. Consolidated schools are replacing them.

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"RADIO is more and more coming to take its place in the American educational system, but the most successful use of it by educators continues to be a challenging experiment", says United States Commissioner of Education John W. Studebaker.

NEGRO PRINCIPAL'S CONFERENCE

Conferences for Negro High School Principals will be held this year at the following three dates and places:

November 19, 10:00 A.M. - Livingstone College, Salisbury
December 3, 10:00 A.M. - Teachers College, Fayetteville
December 17, 10:00 A.M. - Washington High School, Rocky Mount

"The program this year will be concerned with discovering and providing for individual differences, and will constitute the initial year of our Guidance Program" stated H. L. Trigg, Supervisor of Colored High Schools, in a recent letter to Negro high school principals.

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STATE FAIR EXHIBITS

General school exhibits were on display at the State Fair from the following schools:

No. 3 Township	Cleveland County
Helena	Person County
Bethel Hill	Person County
Central	Pasquotank County
Lilesville	Anson County
Apex	Wake County
Wendell	Wake County
Greensboro City Schools	

On the whole the exhibits showed improvement in quality and unity over the exhibits of the previous year. The judges selected for the first three premiums: No. 3 Township, Apex and Helena, respectively.

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MAGAZINES OF INTEREST

There are numerous magazines available but oftentimes they are not known about by those desiring a particular kind. For that reason the names of three are mentioned below for consideration by schools:

1. CHARACTER AND CITIZENSHIP, published by the National Council on Education for Character and Citizenship, 5732 Harper Ave., Chicago, and issued monthly except July and August. Subscription price $2.00 per year.

2. YOUTH TODAY is a new magazine, published monthly at 250 Park Ave., New York City, under the editorship of Harry Miller, well-known journalist, and is designed to bring "good reading within easy reach of young people and to serve as a forum in which youth can express its thoughts." The price is 25¢ per copy.

3. The SCHOLASTIC publications are familiar to most schools as they are issued weekly. SCHOLASTIC may be obtained at $1.30 per school year, whereas JUNIOR SCHOLASTIC is obtained at the rate of 80¢ per school year.

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WRONG ANSWERS

A goblet is the name of a baby turkey.
Cannibal is two brothers who killed each other in the Bible.
A kaiser is a stream of hot water jumping up and disturbing the earth.
A sheep is a mutton covered with wool.
A coolie is a movie with air-conditioning.

EDUCATIONAL HEADLINES

The following headlines indicate what educational news was carried in the State papers about public education during recent weeks:

Winston-Salem JOURNAL - Restored Salaries, Retirement Compensation and 12th Grade Objectives of Teacher Group

Statesville DAILY - Teachers Seek Increase in Pay

Charlotte NEWS - Expect 2000 Teachers Here for Meeting

Wilmington STAR NEWS - New Report Card is Stream-Lined

Concord TRIBUNE - Program Outlined For Meet of Teachers on October 28.

Hickory RECORD - Richard Little Explains Ellerbe School Training Set-Up on Radio Program

Raleigh NEWS AND OBSERVER - Board in Wilson Will Sue For Tax

Siler City NEWS - Most Urgent Needs (Editorial)

Durham HERALD - Vocational Education (Editorial)

Wilmington STAR - Thousands In State Unable to Buy Books

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FILCO

The FILCO filing service which is being shown to superintendents and principals in the State is one of many pamphlet and picture filing systems available. The complete FILCO service includes a metal filing cabinet, printed guide cards, a list of pamphlets arranged by subject to be ordered by the school, and an index to the material listed. The list of pamphlets includes federal, state, and commercial bulletins with emphasis on the first two. The subjects included are predominantly related to the vocational program, although other subjects are included. The material is much more suitable for high school than for elementary school use. The complete service costs $89.50 or $69.50, depending on the type filing case bought. In addition to the initial cost, there is a yearly charge of $10 to keep the list of material up-to-date. The cost of ordering the pamphlets listed must be added to the original cost. The Index Manual and the set of 104 guide cards, without the filing cabinet, are priced $39.50. It is recommended that the cost of this service be carefully considered before investment is made and that the time and funds for carrying it out after initial purchase be definitely called to mind. Unless the school already meets the new requirements for books, this need should receive first consideration for expenditures.

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THREE THINGS

Three things to govern - temper, tongue and conduct.
Three things to cultivate - courage, affection and gentleness.
Three things to commend - thrift, industry and promptness.
Three things to despise - cruelty, arrogance and ingratitude.
Three things to wish for - health, friends and contentment.
Three things to work for - security, independence and happiness.
Three things to give - aid to the needy, comfort to the sad and appreciation to the worthy. - Selected.

AVERAGE ANNUAL SALARY OF TEACHERS, SUPERVISORS, AND PRINCIPALS, 1935-36 (Office of Education)

Rank	State		0 $500 $1000 $1500 $2000
1	N. Y.	$2,414	**********
2	D. C.	2,376	**********
3	N. J.	1,864	**********
4	Mass.	1,834	**********
5.	Calif.	1,776	**********
6	Conn.	1,679	**********
7	R. I.	1,664	**********
8	Del.	1,555	**********
9	Pa.	1,549	**********
10	Ohio	1,522	**********
11	Nev.	1,521	**********
12	Mich.	1,499	**********
13	Md.	1,455	**********
14	Ariz.	1,399	**********
15	Ill.	1,369	**********
16	Wash.	1,369	**********
17	Ind.	1,294	**********
18	Wis.	1,280	**********
19	Colo.	1,248	**********
20	N. H.	1,207	**********
21	Utah	1,177	**********
22	Ore.	1,154	**********
23	Minn.	1,120	**********
24	W.Va.	1,091	**********
25	Mont.	1,073	**********
26	Mo.	1,048	**********
27	Wyo.	1,023	**********
28	N. M.	984	**********
29	Idaho	943	**********
30	Texas	941	**********
31	Vt.	917	**********
32	Fla.	905	**********
33	Iowa	875	**********
34	Kans.	855	**********
35	Va.	810	**********
36	Me.	798	**********
37	La.	793	**********
38	Ky.	787	**********
39	Okla.	783	**********
40	Nebr.	772	**********
41	N. C.	735	**********
42	Tenn.	718	**********
43	S.Dak.	711	**********
44	N.Dak.	648	**********
45	S. C.	637	**********
46	Ala.	606	**********
47	Ga.	587	**********
48	Miss.	571	**********
49	Ark.	504	**********
	U. S.	1,283	**********

LAWS, RULINGS, OPINIONS

OFFICE HOLDING

Question 1. Is it legal for a rural mail carrier to serve as a school committeeman? Answer: This office has ruled that a rural mail carrier is an office within the meaning of Article XIV, Section 7, of the North Carolina Constitution and, therefore, a rural mail carrier could not also hold the position of member of a board of education or school committee, for the reason that he would be holding two offices in violation of the constitutional prohibition.

Question 2. Is it legal for a non-resident of a consolidated school district to serve as committeeman? Answer: This position (school committeeman or trustee) has been repeatedly declared by our Supreme Court to be an office, and it is elemental that an officer must be a resident of the district which he serves. - Attorney General, August 30, 1938.

- O -

DISBURSEMENT OF LOAN FUNDS IN CITY UNITS

Question: What is the procedure with reference to the handling of funds loaned from the State Literary Fund to a county board of education for use in a city administrative unit? Answer: Under the rulings which we have made, and with which you are familiar, a city administrative unit has the exclusive power to make its own contracts for the erection or repair of schoolhouses and should deal directly with the Board of County Commissioners. This seems to follow from Chapter 353, Public Laws of 1937, and provisions of the School Machinery Act. The loan of $16,500 from the State Literary Loan Fund to the County Board of Education, to be used by the City Administrative Unit, should be handled as other capital outlay funds are handled. In this case, the fund is deposited by the State with the County Depository and constitutes a part of the county funds. Since this fund is designated for a particular purpose, to assist in constructing a school building in (city unit), it should be transferred to the (city unit) school authorities and disbursed by them in the same manner as other capital outlay funds. After the County Board of Education has allocated this fund for the erection of a school building in a city administrative unit, its only obligation is to see that the fund is transferred to the city administrative unit. Attorney General, September 26, 1938.

- O -

LIABILITY OF COUNTY BOARD

Question (stated) and Answer: The letter from Mr. _____ Superintendent _____ County Schools, raises the question as to whether or not, if the _____ County Board of Education furnishes transportation to WPA workers to and from their places of employment, the Board of Education would be liable in a suit for damages in case there was an accident and one of such workers received an injury during the course of such transportation.

We do not think, in the first place, that your Board of Education has the authority to use school buses for this purpose. The last sentence in Section 24 of the School Machinery Act provides specifically that "the use of school buses shall be limited to the transportation of children to and from school for the regularly organized school day."

If authority should exist, however, and if the Board of Education actually does furnish transportation to WPA workers as outlined above, no action could be maintained against said Board to recover damages for a tort alleged to have been committeed by said Board in the performance of its statutory duties. Benton v. Board of Education, 201 N. C. 653, 656. - Attorney General, June 20, 1938.

COPY

10 August 1938

SUBJECT: School Funds; Fines and Forfeitures;Suits Against Clerks for Fees.

Honorable Clyde A. Erwin
State Superintendent Public Instruction
Raleigh, North Carolina

Dear Mr. Erwin:

Your letter of August 6th raises two questions:

1. Does the Clerk have the right to impose a fee of five per cent on fines and forfeitures?

The answer to this is found in the case of Board of Education v. High Point, 213 N. C. 636, in which our Supreme Court held that the Clerk of the Municipal Court of High Point was not entitled to retain any percentage of the fines and forfeitures imposed in that Court as his fees or commissions. The Constitution uses the words "clear proceeds" and the Court was of the opinion that this meant the entire amount of the fines and forfeitures, without any deductiions.

2. How far back can the Clerk be required to reimburse the Board of Education for fees illegally retained?

There are two possibilities here; the first that the fees are in the Clerk's own account, and the second that they are in the hands of the town or county treasurer. If they are in the hands of the town or county treasurer so that suit must be brought against the town, the case of School Directors v. City of _____, 137 N. C. 503, holds that a city or town cannot be called upon to account for fines collected beyond two years. This is the provision of C. S. Sec. 442 (1), which provides as follows:

> "All claims against counties, cities and towns of this State shall be presented to the chairman of the board of county commissioners, or to the chief officers of the cities and towns, within two years after the maturity of such claims, or the holders shall be forever barred from a recovery thereon."

If suit is brought against the Clerk of Court as an individual, it would seem that a three year statute of limitations would apply. This was the holding in School Directors v. City of _____, 128 N. C. 249, where the Court failed to take into account the statute above quoted. This was treated as a case under C. S. Sec. 441 (9).

Our conclusion, therefore, is that if the action is against the town or county itself, recovery could be had for only two years back fees; but, if the suit is against the Clerk as an individual, a three year period would apply.

Very truly yours,
Harry McMullan
Attorney General
Robert H. Wettach
Assistant Attorney General

RHW-W



BOOKS

By Nancy Byrd Turner

Books, books, books, and the treasure they hold,
The tales they tell and the songs they sing--
Worth their weight in the finest gold
That was ever given a king!

One tells of gardens, and one of the sea,
One's full of fairies all spangly slim.
Yours are for you and mine are for me,
And the one about bears for him.
Opening a book is like opening a door,
Turning a leaf's like a bend in a lane--
You never can know how far you'll go,
To Kalamazoo or Spain.

You may meet a bear, or a prince at a ball,
Emperor, poet, you can't tell what.
Books, books, books--they are just like that,
You never call tell at all!

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RALEIGH, N. C.



NORTH CAROLINA
STATE LIBRARY

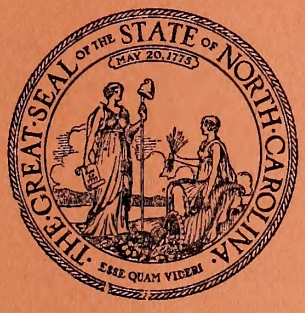
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NORTH CAROLINA
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VOLUME III NUMBER 4

December, 1938

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

NORTH CAROLINA
STATE LIBRARY



STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

December 9, 1938

To Superintendents, Principals and Teachers:

Children all over the land look forward to Christmas holidays with joyous anticipation. They are taught the significance of Christmas Day through stories, songs, plays and religious occasions.

The school shares with the home the responsibility for making Christmas a happy occasion, for making it a day of thoughtful consideration for others.

Without in the slightest degree desiring to dampen the enthusiasm of our children for joyous activity it is well that during the last few days before the holiday some thought be given to the development of safety attitudes lest joy result in sorrow. Every Christmas hundreds of families are stricken with sorrow because a child plays with firearms or because the street is used as a play field.

In keeping with the Christmas spirit of consideration for all, may the safety of our children always receive paramount consideration.

For each and everyone of you, my co-workers in the great taks of teaching, I wish a Merry Christmas and a Happy New Year.

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

NORTH CAROLINA

PUBLIC SCHOOL BULLETIN

Volume III December, 1938 Number 4

Issued monthly by the State Superintendent of Public Instruction, Raleigh, N. C.

Quotation: Learning should continue as long as there is anything you do now know, and if we may believe the proverb, as long as you live. - Seneca.

EDITORIAL COMMENT

We are devoting a part of our editorial space this month to two guests. We quote first from the ASHEVILLE TIMES of October 26, 1938:

TEACHERS' SALARIES

In a well reasoned survey of the teacher-salary question in North Carolina, The Winston-Salem Journal reaches this sound conclusion: ". . . we do not see how the Budget Commission can make an equitable distribution of the total amount of funds available (for the various departments of government) without providing a larger appropriation for teachers' salaries than was made by the last Legislature."

The teachers of the state, as The Journal most pertinently observes, receive as an average less than $1,000 a year.

Do those - though they are few - who elaborate on the apparent security and blessings of school-teachers have any information about the requirements teachers must meet to obtain and hold their positions? Do they know how much a teacher must invest in general education and in professional training? - and that investment does not end when the teacher gets a job.

But this isn't all by any means that citizens in general and officials should consider as they weigh the teacher-salary question.

Do we recognize in any lively sense at all how much of culture, citizenship, adaptability to life, power to think for themselves, ability to discriminate between true and false doctrines of life and of government - how much for all these things the students are dependent upon their teachers?

When you think how far the school must go today in supplementing the discipline and development of the home for the children, when you ask yourself what the youth of today may do to conserve or destroy the traditions and institutions of America - according to their early impressions, intellectual awakening and general outlook on life - do you wish less than the best possible teacher that can be found? And surely that teacher should be granted a reasonable exemption from worry over the necessities and some of the luxuries of life, and guaranteed a competence in old age.

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EFFORT AND SUCCESS

Our second editorial is from THE PILOT, monthly mimeographed publication of the Pilot Mountain High School, Pilot Mountain, N. C. The editor of THE PILOT is to be highly commended for the thought expressed here. It represents, to our mind, a high order of thinking comparing favorably with that of many advanced scholars. The editorial follows:

"All of us have the inner urge which can lift us out of life's routine; Too often we kill this urge, let the hands lie idle, while the mind grows dull. Just as the coral polyp builds on its dead self, so with success; each advance step quickens the vision and extends the scope of service. It is the zealous effort that succeeds; the urge to do educates.

"Few of us work to capacity even for one hour out of each day. On every hand the lament is heard that there isn't time enough in which to do all the things that must be done. We skim a little here, trim a little there, evade, pretend, bluff, just muddle through -- this seems to be the temper of the times. A great hurry has seized us. We have an excess of motion but not quite enough sense of direction.

"It is well to realize that nothing worth while is ever had for nothing. We pay for everything we get. For skill, we pay with our effort and with our sincerity. For failure, we pay with our unhappiness and with our sense of futility. We can always be quite certain that the price we pay will be in exact ratio to the worth of that which we get. Nature is just; we get what we pay for - no more, and no less." - The Editor.

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RULES AND REGULATIONS

In a well-ordered society there must be laws or rules of conduct, in order that the strong may not oppress the weak and in order that governmental functions may be carried on in a systematic way. Just so in a well regulated and orderly school there must be certain rules and regulations, although such rules may not always be written.

The following "rules and regulations", representing a type of written school rules, were taken from THE MAROON AND GOLD HANDBOOK of the Lumberton High School:

1. Pupils reporting to home room after 8:40 are tardy. A pupil tardy must report to the office for a permit to enter class.

2. Students who are absent from school for one or more days or one or more classes must present to the office a written statement from parent explaining absence before he can be readmitted.

3. Pupils must not leave school without a sick excuse or permission from the office.

4. Pupils who bring lunch to school must eat in the building. The girls are to eat in room number 5 and the boys in room number 6. All waste is to be placed in waste baskets and rooms left clean.

5. No student, without faculty permission, is to be in any of the upstairs halls before 8:30 or during lunch period.

6. Students are not to enter the gymnasium during school hours without faculty permission.

7. Students are urged to go to their lockers as little as possible in order to lessen the noise and confusion in the halls.

8. No talking nor any studying together at any time in any study hall is allowed.

9. Loafing in corridors or toilets, running, sliding, or pushing in the building at any time, loud, boisterous talking or laughing within or near the building during school hours, and smoking within the building, on the grounds, on the streets adjoining the school grounds, or in the immediate vicinity of the school grounds cannot be permitted. Each student must be held to strict accountability for the observance of these rules.

10. The changing of periods must be done in an orderly and quiet manner. Keep to the right and proceed directly to destination. Loud talking and laughing are not necessary.

11. Each pupil must work out for himself the most convenient time for changing books and materials at lockers. Lockers are not to be entered during the time between the first and second periods, the fifth and sixth periods, the home room period, and while classes are in session.

12. You are requested to open lockers as quietly as possible.

13. Pupils are expected to go out of the building after eating lunch. You need all the fresh air and sunshine you can get. During inclement weather take a seat quietly in the auditorium.

14. Please inform your parents that only telephone messages of a serious nature will be delivered and that you cannot be called to the phone. Students are not to use the phone until after school hours.

15. When asked to report at the office, you will be expected to report regardless of cause. When told to remain after school, you must remain that day, unless properly excused. The excuse "I forgot" will not be accepted.

16. Students will not be allowed to sit in the school buses or in cars at any time.

17. You are earnestly requested to do whatever you can to preserve and keep clean the beautiful building and grounds.

18. You are using books furnished by the state. You must not mar these books in any way. All writing in them including your name, must be done at the direction of the teacher. All damage will have to be paid for.

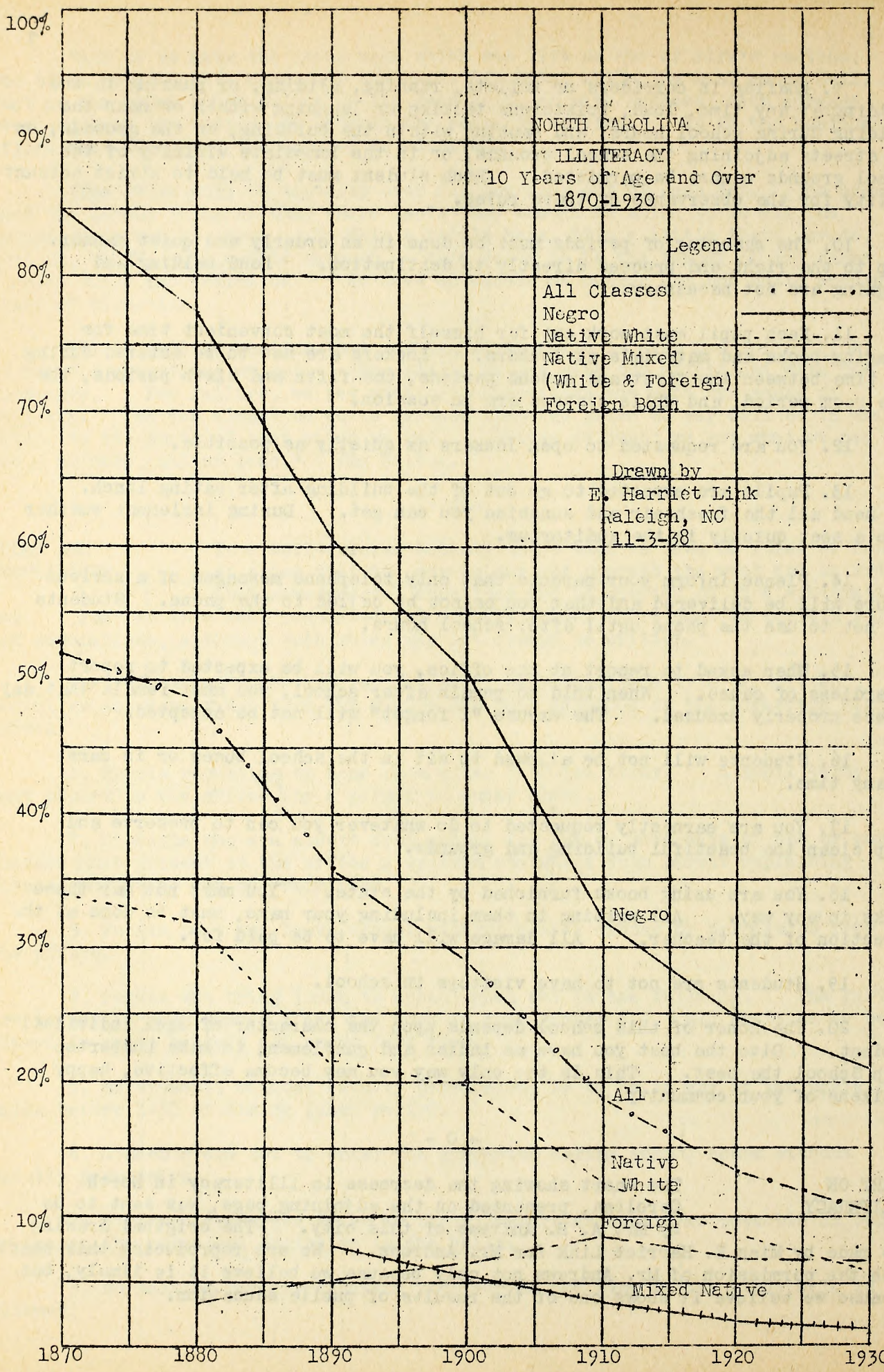
19. Students are not to have visitors in school.

20. The honor of this school depends upon the character of each individual student. Give the best you have as ladies and gentlemen, to make Lumberton High School the best. This is the only way you may become effective, happy citizens of your community.

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CHART ON ILLITERACY

The chart showing the decrease in illiteracy in North Carolina, presented on the adjoining page, was sent to us by Mr. A. B. Andrews of this city. The original drawing was made by Miss E. Harriet Link for Mr. Andrews. We are reproducing this chart with the permission of Mr. Andrews not only because we believe it is timely, but because we believe it shows one of the results of public education.


NORTH CAROLINA
ILLITERACY
10 Years of Age and Over
1870-1930
Legend:
All Classes
Negro
Native White
Native Mixed
(White & Foreign)
Foreign Born
Drawn by
E. Harriet Link
Raleigh, NC
11-3-38
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
1870
1880
1890
1900
1910
1920
1930
Negro
All
Native White
Foreign
Mixed Native

NOTES AND ANNOUNCEMENTS

NORTH CAROLINA OCCUPATIONS

"North Carolina Occupations" is the title of a bulletin recently issued by the North Carolina Vocational Guidance Association. This bulletin has been prepared to acquaint the youth of this State with the major occupations available for a livelihood, and with the hope that it will serve as a guide to boys and girls in their choice of occupations for their life work.

The bulletin covers forty-seven occupations. The essential facts, such as present opportunities for employment, trends, income, educational and personal qualifications, opportunities for promotion, where technical training may be secured and cost, advantages and disadvantages, and so on, are given. In addition to the facts concerning each of the forty-seven occupations an introductory page for each of the following sections, into which the bulletin is divided, is carried:

1. Health Services
2. Agriculture
3. Building Trades
4. Food Occupations
5. Insurance and Real Estate
6. Automobile Industry
7. Transportation and Communication

A page defining the terms "Vocational Guidance" and "Vocational Education" is also included. The Foreword is by Supt. Clyde A. Erwin.

The Committee on Forum Education, which had charge of the preparation of this bulletin, points out in the "Introductory Statements" that it "is aware that it has hardly touched the great task of collecting and presenting the essential facts concerning occupational opportunities in the State. The aim of the Association has been to interest educators, employers, and employees in the need of such information, and of educational and vocational guidance for the youth of North Carolina, and to make available in brief, practical form such information as it has been able to gather."

"This bulletin", according to Supt. Erwin, "should prove especially valuable in those schools having guidance programs as well as in schools contemplating the inauguration of such programs. Then, too, it should be useful in the school libraries of the State, where any boy or girl may make use of it, if need be, as an aid in choosing his or her vocation. Both elementary and high school principals will find much helpful information with reference to these particular vocations in teaching factual information about North Carolina vocations. I wish to commend its use as widely as possible."

The publication may be secured from Miss Claudia Hunter, Chairman N.C.V.G.A. Committee on Occupational Forums, Henderson, N. C., at $1.00 per copy.

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PRINTS OF "OLD IRONSIDES" AVAILABLE

There are available for distribution from the State Department of Public Instruction a limited number of prints of "Old Ironsides", U. S. Frigate Constitution. This print, approximately 19 x 22 inches, was reproduced from the original painting by Gordon Grant and is suitable for framing. Any principal may secure one of these prints by writing to L.H.Jobe, State Department of Public Instruction, Raleigh, N. C.

NATIONAL ESSAY CONTEST RULES

The rules for the essay contest sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars for the subject "True Americanism - How Best to Achieve It", as announced in the October number of this BULIETIN, are as follows:

Rules

1. Essays shall be between 500-1000 words in length.

2. Pupils in all secondary schools - public, private or parochial - between the ages of 14 and 18 are eligible to compete. No junior college or college students shall compete.

3. Essays will be judged on historical and patriotic value and literary construction.

4. Manuscripts shall conform to the following:

They shall be submitted in triplicate.
They shall be legibly written in ink or typewriter (double spaced).
They shall be on 8 1/2 x 11 white paper.
The pages shall be fastened with staples or brads.
The contestant's name, age, address, and name of school shall be in the upper right hand corner of each page.
Each page shall be numbered.

5. Each essay must be accompanied by an affidavit to the effect that the essay is the original work of the student. The affidavit must be signed by the student and his principal or teacher.

6. Essays must be in the hands of the sponsoring committee by midnight, February 22, 1939.

Awards

There will be local prizes to be awarded by the committee in charge.

Two State medals will be given, one for first and one for second places.

The national winner will be given a gold medal and $200 in cash.

Second national prize: A gold medal and $50 in cash.

Third national prize: A gold medal and $25 in cash.

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1938-39 STATEWIDE HIGH SCHOOL TRIANGULAR DEBATES

The question to be discussed this year by the high schools participating in the Statewide triangular debates sponsored by the Extension Division of the University of North Carolina will be: "Resolved, That the United States should establish an alliance with Great Britain."

The Debate Handbook, which was sent recently to the high schools, contains the regulations governing this annual contest and some general material and references on the subject selected for discussion for use of both affirmative and negative teams.

For further information with reference to this debate inquiry should be addressed to E. R. Rankin, Secretary, High School Debating Union, Chapel Hill, N.C.

MEN AND WOMEN TEACHERS

A recent article in the daily press quoted Mrs. Evelyn Duvall, executive director of the Chicago Association for Child Study and Parent Education as suggesting that American elementary public schools could, with profit, hang out the sign: "Men Wanted; too many women in the teaching profession." Mrs. Duvall was quoted as stating that "feminine dominance" was helping to produce "Sissies" among boys, "dictorial or weak-kneed husbands", "boy-crazy girls", and "man-hating over aggressive women."

In connection with this statement, it is interesting to quote also from "Statistics of State School Systems, 1935-36" publication of the Office of Education, Washington, D. C. "Of the total number of teachers employed in 1936," that publication states, "179,073, or 20.6 per cent, were men and 691,890, or 79.4 per cent were women. The proportion of men teachers in 22 states in 1936 was above the average of 20.6 per cent in continental United States."

"From 1934 to 1936" it continues, "the proportion of men teachers decreased in 5 states, namely, Alabama, North Carolina, Oregon, South Dakota, and West Virginia. The percentage of men teachers in 1936 in Alabama was 0.4; in West Virginia, 0.5; in Oregon, 2.3; in North Carolina, 3.3; in South Dakota, 3.5 less than the respective percentages in 1934."

In 1936 North Carolina had 3,466 men teachers (not including principals), representing 15.0 per cent of the total 23,144 teachers employed. Counting elementary schools only, the 1,700 men teachers represented 9.3 per cent of the total 18,287 elementary teachers employed. In the high school the proportion of men teachers was 36.4 per cent of the total 4,857 high school teachers employed.

Mrs. Duvall perhaps reached the heart of this question when she said, "It will cost more to get the men into the schools, but more of them must enter the profession, and in finer quality than has been the case in the past, if the situation is to be corrected."

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GROUP I HIGH SCHOOL DEBATE TOURNAMENT

Detailed announcement of the First Annual North Carolina High School Debate and Speech Tournament for Group I Standard High Schools on April 7-8, 1939, at Wake Forest College, has recently been made by Prof. Zon Robinson, Director of the Tournament, Wake Forest, N. C.

This Tournament is being sponsored by the North Carolina Association of Teachers of Speech to meet a need which many have felt exists in organized speech and debate work. The question to be discussed will be the national high school query: "Resolved, That the United States should establish an alliance with Great Britain."

The regulations governing the tournament differ from the annual high school debates sponsored by the Extension Division of the University of North Carolina, in that no preliminary elimination contests are held. Each team, affirmative and negative, will stand separately in the competition.

In the speech contests, oratory and extempore speaking, entrance is restricted to one entrant for each contest from each school. Original oratory not to exceed 1,000 words may be written on any timely subject. For the extempore speaking the general subject will be "Anglo-American Relationships", but for the actual speaking specific topics will be drawn by the contestant at the contest.

Further information concerning these contests may be had from the tournament director.

RALEIGH SCHOOLS STUDIED

During the week of November 28-December 3 a rather thorough survey of the Raleigh schools was made by a group of visiting educators. The survey was under the direction of Dr. M. L. Alstetter, Education Specialist, with the Cooperative Study of Secondary School Standards, and Dr. J. Henry Highsmith, Director of the Division of Instructional Service. The committee of fifteen people was divided into small committees and the three Raleigh high schools, Hugh Morson, Needham Broughton and Methodist Orphanage, were visited and checked thoroughly. In addition the group visited the State School for the Blind, St. Mary's and Peace.

The chief object of the visit of the school people was to try out some new criteria for evaluating the work of a school. The work of the visiting committee proved stimulating to the schools visited and all of the visitors expressed approval of the new criteria. The Raleigh teachers are using the same criteria to check themselves. After January, a part of the same group will be called together to complete the work of the committee and to make a more definite report to the schools visited. The following constituted the other members of the group:

Superintendent J. H. Rose, Greenville, N.C.
Principal I. E. Ready, Rocky Mount, N. C.
Professor J. Minor Gwynn, U.N.C., Chapel Hill, N. C.
Professor A. K. King, U.N.C., Chapel Hill, N. C.
Principal Walter Conrad, Jr., Chapel Hill, N. C.
Professor B. Y. Tyner, Meredith College, Raleigh, N. C.
Dr. George Anselm, Woman's College, U.N.C., Greensboro, N. C.
Professor J. Warren Smith, N. C. State College, Raleigh, N. C.
Miss Bernice Allen, Woman's College, U.N.C., Greensboro, N. C.
Miss Catherine Dennis, Home Economics Supervisor, Raleigh, N. C.
Dr. A. H. Proctor, Duke University, Durham, N. C.
Professor J. L. Memory, Jr., Wake Forest College, Wake Forest, NC
Principal Quinton Holton, Durham Senior High School, Durham, N.C.
Mrs. C. D. Douglas, State Department Public Instruction, Raleigh
Mr. A. B. Combs, " " " " "
Mr. Chas. E. Spencer, " " " " "

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REVIVAL OF "SOUTHERN LITERARY MESSENGER" ANNOUNCED

Announcement was recently made that the famous old SOUTHERN LITERARY MESSENGER, which was at one time edited by Edgar Allen Poe and Matthew Fontaine Maury, has been revived in Richmond, Virginia, the first issue to appear in early December.

According to the present editor, Mr. F. Meredith Dietz, "this is not a business venture but a literary undertaking endorsed by such writers as Margaret Mitchell; H. I. Brock of the New York Times; William L. Chenery of Colliers'; Rupert Hughes; Carter Glass, Jr.; Jonathan Daniels and innumerable others."

Each monthly issue will carry a résumé and some reprint of the literature of a century ago, as well as articles, stories and poems from the pens of the best Southern writers of today, affording a comparison of great interest. This publication should prove of especial value to English teachers, and doubtless school libraries will want it.

The subscription price is $3.00 for a year of 12 issues, or $5.00 for two years. Subscriptions should be sent to the Editor, Southern Literary Messenger, Richmond, Virginia.

BETHANY SCHOOL ORGANIZES OUT-OF-SCHOOL YOUTH CLUB

The leaders in the departments of Vocational Agriculture and Home Economics of the Bethany High School organized the Bethany Youths Vocational club during the summer of 1938. The purpose of the club is to foster a more wholesome community and school spirit, to encourage the vocational abilities, to stimulate the recreational interests, and to enhance the appreciation of rural life among the out-of-school youths in the community.

More than fifty out-of-school young people have participated in the activities of the club. It is hoped that this organization will give the school, through its vocational departments, a better opportunity to serve the out-of-school youths in the school community.

The following is a schedule of the meetings of the club from May, 1938, to April, 1939:

I. May 27, 1938 - 8:00 o'clock
   A. Orientation Meeting
   B. Recreation

II. June 24, 1938 - 8:00 o'clock
   A. Organization Meeting
   B. Recreation

III. July 29, 1938 - 8:00 o'clock
   A. Devotional - Frances Staton
   B. Business Meeting
   C. Girls - Fall Wardrobe - Mrs. Foil
   D. Boys - Soldering Demonstration - Mr. Gardner
   E. Recreation

IV. August 26, 1938 - 5:00 o'clock - Greensboro Country Park
   A. Dovotional - Mr. Staton
   B. Picnic

V. September 30, 1938 - 7:00 o'clock
   A. Devotional - Burke Sharpe
   B. Business Meeting
   C. Use of Electricity in the Home and on the Farm
      L.L.Ray, Electrical Engineer for Duke Power Company

VI. October 21, 1938 - 7:00 o'clock
   A. Devotional - Mary Frances Knight
   B. Business Meeting
   C. Girls - Food for Parties - Mrs. Foil
   D. Boys - Farm Planting - Mr. Wade Herring

VII. November 18, 1938 - 3:30 o'clock
   A. Poultry Field Trip
      1. Mrs. Albert Friddle
      2. Clarence Martin
      3. Others

VIII. December - night before school closes for Christmas holidays Alumni Varsity Basketball Game
   A. Girls Game - 7:00 o'clock
   B. Boys Game - 8:00 o'clock
   It is hoped that this game will become an annual event of Bethany School.

IX. January 27, 1939 - 7:00 o'clock
A. Devotional - Isabelle McCollum
B. Demonstration - Refinishing Old Furniture - Mrs. Foil and Mr. Gardner

X. February 24, 1939 - 7:00 o'clock
A. Devotional - Dick Griffin
B. Separate Meetings
1. Girls - Home Accessories - Mrs. Foil
2. Boys - Finishing and Sharpening Tools - Mr. Gardner

XI. March 31, 1939 - 8:00 o'clock
A. Devotional - Mildred McCollum
B. Joint Meeting - Credit and Rural Finance by Mr. James Bishop, Secretary and Treasurer of Graham Production Credit Association, Graham, N.C.

XII. April 28, 1939
A. Devotional - Carro Belle Knight
B. Housing - Federal Housing Official

- 0 -

DEPARTMENTAL PERSONALS

Superintendent Erwin has taken several out-of-State trips during the past few weeks. In November he was called to Washington for a conference with Dr. J. W. Studebaker, Commissioner of Education. After conferring with Commissioner Studebaker, he went on to Harrisburg, Pa., to address the churchmen's convention of the Evangelical and Reformed Church on "What A State Expects of Christian Citizens". This past week Supt. Erwin attended a meeting of the Chief State School Officers at Indianapolis, Indiana.

Dr. J. Henry Highsmith, Director of Instructional Service, attended a meeting of a committee of the Association of Secondary Schools and Colleges in Tallahassee, Florida, December 6-8.

Miss Hattie Parrott was a member of the Committee of Arrangements and Advance Registration of the Progressive Association, which met in Greensboro on December 2-3, 1938.

Mr. W. F. Credle, Director of Schoolhouse Planning, attended the sixteenth annual meeting of the National Council on Schoolhouse Planning, of which he was president, at Frankfort, Kentucky, on November 14-17, 1938. Mr. Credle was made a member of the committee on standards for the ensuing year.

Mr. James E. Hillman, Director of the Division of Professional Service, is the proud father of a son, James E. Jr. The father is getting along fine.

Miss Margaret Brothers of Rocky Mount, graduate of Woman's College, class of 1938, has been added to the staff as receptionist, et cetera, for the third floor of the new office building.

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FIRST AID COURSES

The First Aid courses recently started by the WPA Education Division, in collaboration with the American Red Cross and the WPA Safety Division, are proving very popular. Fifty-four counties in the State, enrolling 1,500 men and women, have First Aid classes. Other counties are expected to begin similar courses soon. Warren S. Shelor has been added to the WPA Education staff to head up this phase of work.

SUMMARY AND RECOMMENDATIONS - GOVERNOR'S COMMISSION ON EDUCATION

The summary below is "Part II, Summary and Recommendations" of the Governor's Commission on Education:

This summary is prepared for the convenience of the reader. The items are listed roughly in order of the public interest expressed in the various matters. Discussion of the recommendations will be found in the page references cited and is made in order of the act of the General Assembly setting forth the duties of the Commission. The careful reader will observe that parts of the Summary are lifted bodily from the discussion in Part III of this report. The Commission proposes the following recommendations in brief and condensed form and refers to the pages in the full draft where a complete discussion of each statement may be found.

1. The Additional Year.

The commission considers the additional year an immediate need. It, therefore, recommends:

(a) That the State of North Carolina extend the state supported school term to include a minimum of eight months each year for twelve years, on a flexible basis that will permit students of adequate maturity to complete the course in such time as their ability and achievement justify; that a period of one year be utilized for the purpose of study and experimentation in a program of gradual introduction of the additional year, to the end that within four years from September, 1939, the full program will be in effect in all school systems of the State; and that of the appropriation made for this extended term the State Department of Public Instruction be permitted and instructed to use a given amount for a comprehensive study of the needs and appropriate programs to be offered in the longer school term;

(b) That the United States Commissioner of Education, who has expressed the desire and willingness to cooperate in the planning of a state-wide study of the extended term and related problems, through the contribution of the services of members of his staff; be invited to cooperate, the preliminary work to begin as soon as possible after its authorization;

(c) That, in view of the many problems which will develop in connection with the introduction of the longer term, the State Department of Public Instruction, in cooperation with the United States Office of Education, invite various persons engaged in public school and college work to participate as a Study Commission in surveys and studies as the need for such professional help may develop.

(It is intended that this Study Commission, consisting of those from the staff of the U. S. Office, the State Department of Public Instruction, and persons invited by the State Department from the schools and colleges of the State, shall become the agency through which the various suggestions regarding curriculum and experimentation changes may be accomplished, and reference will be made to it from time to time in the report).

2. The Ninth Month.

The Commission has received many suggestions with respect to the addition of the ninth month on a state-wide basis. Serious consideration has been given to the points of view expressed. Recognizing the definite value of the ninth month, but at the same time realizing the factors involved in the establishment of

such a program on a state-wide basis, the Commission believes that for the present this should be a responsibility of the local unit.

3. Vocational Education.

The Commission recommends:

(a) That the entire field of vocational opportunity be explored as a basis for the desired expansion of activities already wll established, and for the introduction of new and appropriate fields;

(b) That the industrial arts and pre-vocational program be established on the junior high school level as an integral part of the Department of Public Instruction with a specific appropriation to begin the work immediately;

(c) That the State Department of Public Instruction establish a program of guidance in the Division of Instructional Service through the use of Federal funds which may be secured for that purpose;

(d) That teacher training institutions within the State be encouraged and allowed, when they meet the requirements, to expand their facilities for training teachers for vocational work because of the acknowledged shortage of teachers;

(e) That a program for itinerant teachers be established in counties to provide agricultural, mechanical, home economics, and other courses for schools too small to employ a full time teacher;

(f) That regular teachers with talent and interest in vocational education be encouraged to secure special training in summer sessions to enable them to carry part-time work in their schools;

(g) That regular teachers of agriculture, mechanical arts, home economics, and such other vocational teachers as may be employed, be encouraged to increase their offerings of evening school courses for young people no longer in school and adults who desire further training; and

(h) That special attention be given to offering to those young people who are no longer in school opportunity for short term courses of vocational nature.

4. Curriculum.

The Commission recognizes the magnitude and importance of other curriculum changes besides the problems of vocational education which are to be involved in the shift from the eleven year to the twelve year system, and recommends that such changes be referred to the State Department of Public Instruction and cooperating agencies to be included in the program for the introduction of the additional year.

5. Retirement.

Since another Commission of the Legislature is presenting a carefully prepared report recommending a complete plan for teacher retirement, this Commission goes no further than to recommend emphatically that, whatever else it may do, the General Assembly of 1939 should enact a program of retirement that will give immediate assurance of an income at retirement for all teachers who have served as many as thirty-five years, and as rapid inclusion as possible of all teachers, with the idea of emphasizing the urgent necessity for a program of retirement which will protect the children from teachers whose period of effective service has

passed, and at the same time render justice in their declining years to teachers who have given their lives to the cause of Education.

6. Tenure.

The Commission recognizes the need for further study of tenure but makes no recommendation for action at this time. It does, however, emphatically disapprove of practices indicating partisan politics, nepotism, and personal favoritism called to its attention as existing here and there in North Carolina. There is evidence of injustice to teachers and a sense of insecurity that in the long run seriously affects the work of the school. Such conditions are an indictment of democracy and a disgrace to any person, group, or school system tainted by their existence.

7. Salaries.

The Commission recommends as the first minimum step in the restoration of the teacher salary schedule that the present maximum salary of $123.75 be increased five dollars ($5.00) for the year 1939-40 for all teachers rated as A9, that is teachers who hold the highest certificate, with 9 or more years of experience and that an additional increment of five dollars ($5.00) be added in the year 1940-41 for all teachers with an A10 rating. (A majority of these teachers - the best trained and most experienced in the State - are actually receiving salaries lower than they received with four or more years experience five years ago).

It further recommends that the State Board of Education continue its study of the salary schedule for superintendents, principals, and teachers as it may be related to any new certification program.

8. Certification and Teacher Supply.

The Commission recommends that the State Department of Public Instruction make a thorough study of and revise its certification program to require a period of probation as the basis for the award of the standard state certificate and to establish a Master Certificate to be awarded for meritorious service; also that professional improvement be a definite requirement during the probationary period and during the life of the regular certificate; and that the renewal of certificates by legislative enactment be discontinued.

The Commission recommends also that the Department of Public Instruction direct a continuous study in cooperation with all teacher-training institutions to the end that these institutions may have sufficient information to guide adequately young people preparing for teaching.

9. Administration.

Feeling that it is for the best interest of the public school system to have immediate relief from scattered administration rather than wait for the long time goal of the proposed constitutional amendment, the Commission recommends that the General Assembly of 1939 provide that for the present the administration of the public schools be placed under the State Board of Education and that there be provided an advisory commission to the State Board of Education to consist of seven members to be appointed by the Governor, and that the work of the various boards and agencies, referred to in this report, be consolidated and administered by the State Board of Education and the advisory commission suggested. It is proposed that the State School Commission become the advisory commission to the Board of Education and that it be composed of the seven members appointed by the Governor.

It is noted that certain counties and cities have consolidated their administrative organizations. The Commission recommends this plan to those units which due to local conditions would find it economical and efficient.

10. Local Participation.

The Commission deplores the multiplying of school administrative units by special legislative enactment. Realizing that pressure for such units comes almost exclusively from the desire of local units to have the right to vote a supplementary school tax to maintain a ninth month or otherwise supplement state minimum provisions for education, the Commission recommends that the school law be so changed as to permit one or more local districts as now constituted under the county wide organization program to exercise the right to local participation in the support of the schools by voting in the usual manner.

11. Consolidation and Transportation.

In view of the possible addition of one year, it is apparent that the problems of consolidation and transportation will be increased. To meet this situation it seems advisable wherever feasible and practicable to allow the elementary schools, having three or more teachers, to remain in the local communities; and in some instances where the number of students would justify it, elementary schools might be reestablished in their local communities.

The Commission has heard considerable complaint regarding crowded buses and different schedules. This results from wornout equipment and an inadequate number of buses. At present the counties are required by the law to provide the new buses needed for transportation of the children. The State provides only for the replacement, upkeep,and operation. The Commission earnestly urges the General Assembly to limit specifically by law the number of high school and elementary grade children who may be carried in the buses of various sizes. Such a law, if enforced, would require the counties to provide an adequate number of buses to relieve the congestion and to protect the moral and physical health of the children. It is equally important that the administrative authorities in charge of schools see that there is adequate supervision of children on the buses, before the opening of school in the morning, and while waiting for the buses after school.

12. Compulsory Attendance.

The Commission recommends that the compulsory attendance age be increased from 14 years to 16 years and that adequate provision be made for the enforcement of the law under the direction of the Department of Public Welfare of the State.

13. Higher Education.

In the matter of the preparation given by the North Carolina high schools for the colleges of the State, the Commission recommends a continuation of the closest cooperation between the State Department of Public Instruction, especially its Division of Instructional Service, and the colleges of the state in trying to do what all are obviously trying very hard to do, that is, meet the actual needs of the boys and girls who are going from high school to college.

The Commission suggests that a carefully planned orientation program for college freshmen is very important and that effective supervision of the class room instruction for these students should be carried out by each college faculty. It earnestly requests all colleges of the state to examine their work at this time in the light of their fundamental purposes and of the urgent public needs.

14. Supervision.

Recognizing the prime importance of more adequate supervision of the instructional processes, the Commission recommends that the State Department of Public Instruction, working with a field committee of principals, teachers, and administrators, establish a basis upon which qualified principals of elementary and high schools may be relieved in part or entirely from teaching duties in order that time may be given to supervision. It is further recognized that a more comprehensive program of supervision be established whereby expert guidance may be provided in the Division of Instructional Service and in as many units of administration as conditions may permit.

15. Recodification.

The Commission recommends to the 1939 Legislature that full and adequate provision be made for the offices of the Attorney General and the State Department of Public Instruction to make complete analysis and codification of all school law in North Carolina, and that a report rewriting and revising the law in accordance with the clear philosophy of public education in North Carolina be submitted to the General Assembly of 1941.

16. Adult Education.

The Commission commends the Adult Education program conducted in the State and recognizes the need for gradual expansion in financial support and necessary facilities to meet adequately the needs of the many adults in North Carolina desirous of educational opportunities. The Commission recommends that

(1) the adult education program be recognized as a definite responsibility of the State;

(2) the annual state appropriation for the adult education program under the direction of the Superintendent of Public Instruction be increased to meet the growing demands of the program; and that

(3) the program be developed as an integral part of the regular public school program under the direction of the State Superintendent of Public Instruction and his staff.

17. Health and Physical Education.

Recognizing the importance of health, the Commission calls attention to the record of unsanitary conditions in certain public schools and the prevalence of many serious contagious diseases, and recommends that the State Department of Health and the State Department of Public Instruction jointly attack the problems through the application of the law where necessary and through the channel of enlarged physical education programs in all school.

18. Governor's Commission on Education.

The experience of this Commission has revealed an astonishing readiness of young persons engaged in educational work and of many public minded citizens to express their views and make practical suggestions of definite value. The precedent of having an informal commission consisting of persons engaged in various forms of educational work side by side with a larger group of laymen offers valuable opportunity to plan for a sanely expanding system of public education, provided the personnel of the Commission changes rapidly and expense allowances to the members are kept down to the point that such Commission does not begin to

consider itself another of the many boards actually administering the school system. The Commission recommends that the Legislature authorize the Governor to appoint such a Commission.

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COMMISSION ON EDUCATION FOR NEGROES REPORTS

The Commission authorized by the General Assembly of 1937 to study the State's program for colored schools made its report to the Governor a few days ago. The Commission as its "first and foremost recommendation" urged "upon all who are connected with State and local governments the very great desirability of reducing consciously and definitely the differentials which now exist in the colored schools and colleges as compared with the standards which the State has established in public education."

Specific recommendations were made, as follows:

1. That an active cooperating committee be appointed to give direct, definite and continuing assistance to county and city school officials in making studies, and in securing financial aid from Federal and other agencies for the improvement of colored schools.

2. That the State make available in 1939 a substantial sum to aid county and local units to build and equip consolidated schools.

3. That the Legislature of 1939 provide appropriations sufficient to reduce the differential between salaries of Negro teachers and the standard salary scale of the State at least twenty-five per cent.

4. That the Legislature of 1939 appropriate to each of the Negro colleges owned by the State for maintenance annually (a) a sum equivalent to 33 1/3% of the differential between the appropriation made for them in 1937 and the standard amount for college education made that year, and (b) any sum in addition necessary to keep the ratio for 1939-41 in about the same proportions.

5. That provision be made for graduate and professional instruction in State institutions of higher learning for Negro students.

6. That the following amounts, in addition to what is appropriated now, be made available for improving the facilities for Negro education in North Carolina, for each year of the biennium, 1939-41:

a. Grants of 25% of cost of consolidated school plants	$ 250,000
b. Vocational education	25,000
c. Additional maintenance for colleges	68,333
d. Salaries of teachers	250,000
e. Jeanes teachers	35,000
f. Graduate and professional instruction	70,000
Total	$ 698,333

In conclusion the Commission recommended "that each succeeding Legislature authorize the Governor to appoint a commission of its members who would make a study of Negro education each biennium:"

MAKING A BIRD SKIN

Beginners should attempt a medium size bird with a fairly tough skin, such as a Starling. Bird skinning and making "study" skins are mainly mechanical operations which the average person who so desires can master.

In making a "study" skin, the following measurements are taken: Length (from tip of bill to tip of tail); folded wing (from bend of wing to tip of primaries; tail; tarsus; bill (taken along upper mandible from exposed part of culmen to tip); and wing spread. This data along with the name of the bird, locality, date, sex and collector is put on the label and tied to the feet of the completed "study" skin.

Now the bird is ready for the opening cut provided cotton has been crammed down the throat and the plumage is not soiled. In case the plumage has blood stains, use wads of cotton wet with hot water to remove them. Carbon tetrachloride and ivory soap can be used in removing grease and dirt. Separate the feathers on the abdomen. With a scalpel, knife or small scissors cut the skin from the lower part of breast bone to vent, being careful not to cut through into abdominal cavity. Use a pinch of corn meal now to take up any moisture. With the fingernail or flat end of scalpel, separate skin from the flesh until the knee joints are exposed; sever the legs at this point. Clean the leg bones and turn back right side out.

Continue separating the skin on either side of rump and with the sharp point of scissors cut through the vertebra near the end, thus severing the tail completely from the body. Do not cut too close that you cut the tail quills as it will cause them to fall out. Use plenty of meal all through.

Grasp bird by hips and skin on down to wings, cut both wing bones close to body. Now the skin peels off the neck easily down to base of skull. By gently pressing the skin against the skull with the thumbs and forefingers, the base of skull is gradually forced through the skin until ears are reached. Carefully pull skin out of ear cavities. On large birds, the skin must be cut, and it should be cut as close to the bone as possible.

Next comes the eyes. Great care should be taken against puncturing the eyes. Cut through the membrane covering eyeballs being careful not to cut eyelids skin on down to base of bill. Cut through base of skull, severing head from neck and exposing the brain. Then cut on under side running parallel with the sides of the bones of the bill to the eyes. This removes most of tissue and brain. Complete cleaning of skull; remove eyes.

With a dull blade, scrape all fat and bits of tissue from skin. Use corn meal to absorb grease; remove oil sac on upper side of base of tail. Clean wings down to wrist joints. Turn legs wrong side out. Sew the scapulars together the same distance apart they were in life. Examine skinned body for this distance. The skin is now ready for poisoning. Dust powdered arsenic over entire skin. Paint skin with soft soap to prevent drying out too quickly. Fill eye sockets with cotton; carefully push skull back through skin. With a long pin, arrange feathers on head; round out eyelids.

Make body of of cotton wound on a small stick or wire about size of original body and insert into skin. Sew up cut. In sewing, always sew from inside out, use overhand stitch in other words. Now run a thread through the nostrils and tie around the bill. Cross the feet and tie them. Arrange the wings and feathers, make the finished skin the same length it was originally. Wrap the skin in a thin sheet of cotton and put on a flat surface to dry.

NOTE: Please do not kill song birds or any bird that is protected by law.

GIFT BOOKS FOR CHRISTMAS

PRIMARY GRADES

Bible. Animals of the Bible. Stokes. $2.00
Familiar animals of the Bible have been drawn by Dorothy Lathrop. The Bible text has been used throughout. This book was awarded the 1938 Caldecott Award as the most distinguished picture book for children.

Anderson. Blaze and the Forest Fire. Macmillan. $1.00.
Another charming story of Billy and his pony Blaze. These stories are especially loved by the little boys.

Mother Goose. The Gay Mother Goose. Scribner. $1.50.

"A Mother Goose that's gay and bright.
In size and shape not large - just right.
With favorite rhymes most often told
Pictured to please the six year old."

Newell. More about the Little Old Woman. Nelson. $1.00.
Charming nonsensical tales in which the Little Old Lady manufactured snow to keep her geese cool, found a new way to save pennies, and had a happy Christmas Eve.

GRAMMAR GRADES

Bible. The Christ Child. Doubleday. $2.00.
The King James Version of the Birth of Christ is beautifully and sympathetically illustrated by Maud and Miska Petersham. This is a book to be treasured.

De Angeli. Petite Suzanne. Doubleday. $2.00.
The appealing story of a little Canadian girl and her Christmas. The illustrations will delight any heart.

Swift. House by the Sea. Harcourt. $2.00.
A beautifully told and beautifully made story of an old colonial house, the treasure that it held, and the love which a little girl had for it. Written for junior high school pupils.

HIGH SCHOOL

Bible. The Great Story. Harcourt. $2.00.
The story of Christ's life in a continuous narrative and in the exact wording of the King James Version of the Gospel. This is a beautiful book, illustrated with reproductions of pictures by famous artists of the Master.

Gray. Penn. Viking. $2.50.
This is one of the finest biographies of William Penn that has been written for young people. It has soft illustrations and clear print. In style of writing and of format it is a delight to have. The author is a North Carolinian.

Lindbergh. Listen! The Wind. Harcourt. $2.50.
Mrs. Lindbergh's power of description makes this book one to be read and reread. It is the story of ten days along the African coast and the long flight over the ocean to Brazil.

All prices subject to discount.



NEW CHRISTMAS

Upon a night of stars a new star rose,
And to lone shepherds on a silent hill
  An Angel spoke.
And these were prelude to a miracle--
F For in His Mother's arms a Young Child woke.

Our heavens and earth are clamorous with sound.
Yet this is but a prelude that must pass
  When we shall bend
Before a Babe new born, and know at last
  That of Thy miracles there is no end.

God make us understand, though we are blind,
How empty is the faith that cannot see
  The Christ Child still.
In each new life Thy spirit lives again:
  Thy kingdom for the building, if we will!

--Anne L. New (1935)

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VOLUME III NUMBER 5

January, 1939

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

January 17, 1939

To Superintendents, Principals and Teachers:

As you know, the General Assembly of North Carolina is now in session. I hope that each of you had an opportunity to confer with your representatives before they came to Raleigh and to inform them about the needs of public education as measured by your point of view.

You are also familiar with the legislative program of the North Carolina Education Association, and with the recommendations of the Governor's Commission on Education. I hope that you will make every effort to see that your members in the General Assembly are kept properly informed about the merits of the various suggestions which have been and are being made with reference to the improvement of our public school situation. This is a distinct service that you can render.

In addition, if you have any specific suggestions with reference to changes in the School Machinery Act or in any other legislation affecting the public schools, I hope that you will let me have these suggestions at the earliest possible moment. I should like to be able to present to the General Assembly the composite thinking of our school forces with reference to legislative matters, and for that reason I am asking your cooperation.

With best wishes and kind personal regards, I am

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

NORTH CAROLINA

PUBLIC SCHOOL BULLETIN

Volume III January, 1939 Number 5

Issued monthly by the State Superintendent of Public Instruction, Raleigh, N. C.

Quotation: Public instruction should be the first object of government. - Napoleon I.

EDITORIAL COMMENT

NEW OFFICES — The offices of the State Department of Public Instruction including the State Textbook Commission were moved just before Christmas to the third floor of the State Office Building, newly-completed granite structure at the northwest corner from the Capitol square. The offices of the State School Commission occupy a part of the west wing of the same floor. The Divisions of Vocational Education and Schoolhouse Planning are located on the fourth floor. The new quarters are very nice and it is hoped with all divisions of school work closer together that much time may be saved and greater efficiency in the State administration of the schools may be obtained. Good working quarters are certainly conducive to good work.

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ATTENDANCE RECORD — Due to ideal weather conditions this school year school attendance has been unusually good throughout the State. A letter from Superintendent T. H. Cash of the Forsyth County unit claims that the record in school attendance for that county unit "topped the State."

"We regard perfect attendance as the first requisite of achievement", states Supt. Cash. "It is possible to go to school regularly and achieve nothing but hardly probable. It is possible to go irregularly and achieve something but hardly probable", he further writes.

Supt. Cash enclosed with his letter a newspaper clipping from the December 13 TWIN CITY SENTINEL which gives a picture and news story of the attendance and achievement record of Grade 5A of the Kernersville school. This article states that "the 44 pupils in the class have made a perfect attendance record, no tardies, for the past 25 consecutive school days - and they are going strong toward a higher goal."

"Out of the 44 members", the article further states, "only seven made a subject average below 80 during the first quarter of this school year and there were no failures. The average grade will run above 90".

The class is composed of 27 girls and 17 boys. Principal Blackwell gives prizes to the grade having the best attendance record at the end of each two weeks period, and this accounts partly for this record.

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WORDS — Wilfred J. Funk, publisher of The New Standard Dictionary reports that the ten most overworked words in American speech are: lousy, okay, terrific, contact, gal, racket, swell, impact, honey and definitely.

LEGISLATIVE

THE GOVERNOR'S MESSAGE

"I continue to regard popular education as the basic need of our people. We can achieve only as we know, and we must improve the condition of the masses of the people and that can only be accomplished through education. The public school is the college and the university for over 75 per cent of the children of the State and this university must be made continuously more efficient. It is gratifying to record the definite progress over a period of years and the resultant improvement since the establishment of the uniform eight months term supported by the State. The providing of free school books in the elementary grades has reflected most beneficial results and the enlarged program of vocational training is meeting with enthusiastic response from students and school patrons.

"What should be the next step? Definitely a 12th grade should be provided. There are only six states now that do not have the 12th grade. North Carolina ought not continue in that number. The educational commission very wisely recommends that it be gradually adopted by adding another grade in the elementary school to embrace eight grades, and thus have the remaining four grades in high school. This would require four years for the full adoption of the 12th grade and would provide a most practical as well as economical method of installing it. The result will be better preparation for the one-fourth of the students who graduate from high school and go to college, and a broader foundation and fuller preparation for the duties of life for the other three-fourths who will not be privileged to attend college.

"You ask what about teachers' salary? That is an important subject and one that should engage your serious thought. So great has been the increase in enrollment in the public schools that the addition of 350 teachers has been required this year without any increase in the teacher load. You can understand this when I remind you that North Carolina ranks 12th in population in the nation but eighth in the number of children of school age. By reason of the number of teachers who have raised their certificates to higher grades and the increments which accrue with seniority, together with the added number of teachers required, the public school expenditures will be increased around three million dollars for the biennium. There is only one recommendation that I have to make in this connection and that is that we should provide for increments to be extended for a ten year period instead of eight, which would mean the adding of two years. This would result in a practical restoration of the pre-depression salary schedule for such teachers as qualified under the higher brackets, and would be a substantial encouragement to a worthy and faithful group of public servants who have labored courageously during a trying period for inadequate compensation.

"Another thing that seems to me is worthy of consideration is the payment of the teachers salary in twelve equal installments instead of eight. So many teachers throughout the State have discussed this matter with me and they have a desperately hard time in saving enough in eight months to last during the four vacation months. The only objection from any source is that it might be regarded that they were being paid for twelve months and therefore could be called upon for more than eight months service without extra pay. There is nothing whatsoever to this view. The salary and contract would be for eight months, but as a matter of detail the sum total would be paid in twelve installments and there would be no confusion or complication about it. The teacher would be just as free for the unoccupied four months as under the present arrangement. This would probably simplify the financing for nearly all of the teachers.

Negro Education

"The State provides an eight months school for the Negro race in every school district in the State. There are five Negro colleges maintained by the State. The teachers in the public schools for Negroes do not receive as high salary as the teachers in the white schools, but that is explainable in a measure by the fact that requirements for certificates are not as rigid and do not demand the same standard of learning. This is being adjusted and improved and the leaders of the race who are familiar with the State educational set-up realize that it requires time and effort to work this out on an equitable and just basis of preparation and training."

- C -

COMMITTEES ON EDUCATION

Lieutenant-Governor W. P. Horton appointed the following to the Senate Committee on Education: Folger, Chairman, Umstead, Boyette, Rodman, Corey, Eagles, Lumpkin, Larkins, Sutton, Blythe, Ballentine, Gibbs, Price, Taylor, Smith, Gray, Separk, Gardner, Austin, Hughes and Bellamy.

Speaker Ward named the following to serve on the House Committee on Education: Johnston of Ashe, Chairman, Moore of Pitt, Alexander, Allen, Boswood, Burgin, Carruthers, Cherry, Edwards, Eagles, Everett, Fenner, Greer, Garrett, Hatch, Horton, Joyner, Johnson of Franklin, Kerr, Knight, Mallison, Moore of Scotland, Moore of Wilson, Mull, McBryde, Peele, Penland, Rasberry, Richardson, Seeley, Stone, Taylor of Wayne, Tompkins, Wallace of Johnston, Wilson of Forsyth, Withrow, Underwood and Woodhouse.

NOTES AND ANNOUNCEMENTS

MENTAL MORATORIUMS

Dr. O. R. Yoder, Assistant Superintendent, State Hospital, Ypsilanti, Michigan, recently made the following assertions:

"More children, now in public schools, will go to state hospitals than will be graduated from colleges and universities.

"Seven thousand children are added to our civilization each twenty-four hours", he said. "One from each group of twenty-two will suffer from some form of mental disease, and one from each group of twenty-four will be found guilty of some crime against society.

"The solution of the problem of mental disease and crime lies not in the cure but in the prevention.

"It is a poor economic principle to discontinue forms of special educational methods when it costs only $87.00 to educate each one of our 26,000,000 normal school children annually, and it costs $623.72 to care for each one of our 33,317 insane each year.

"If one case of mental disease could be prevented - and from thirty to fifty per cent can be - there would be sufficient funds to educate seven normal children each year.

"As a result of our present economic situation, I predict more insanity and more crime. We do not hesitate to appropriate money to prevent diseases among our pigs and cattle. We vaccinate and inoculate our children against physical disease. Why hesitate in an attempt to deal with a peculiar child and make him a useful citizen?" - News Letter, N.J. Physical Education Association.

NEW YORK SCHOOLS

New York State spends more on each pupil in its schools than any other state in the union. Yet an exhaustive study of New York schools, made by the State Board of Regents over a three-year period, found that in many respects public education is sadly inadequate.

The chairman of the committee, Dr. Luther Gulick, reported that New York young people are getting "as good, and in many cases a better, education than are the youth of other comparable American states." But he goes on to say that the schools, particularly the high schools, are failing to equip their pupils to earn a living, and to teach them the fundamentals of good citizenship.

The committee made several specific recommendations intended to improve the schools. First, it would extend high school two years; high school graduates would leave school with what is now a junior-college education. It would put 20,000 New York teachers under tenure laws to give them more security, and to enable them to retire on pensions at 65. It would set a minimum salary of $1,200 for teachers in rural schools; the minimum is now $800. It would do away with many small rural schools, establishing in their place consolidated schools in which the pupils could have better equipment and teaching. - American Observer, November 28, 1938.

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TWO MORE UNITS VOTE LOCAL TAXES

On November 22, the voters in the Kinston administrative unit voted a special tax, not to exceed 15 cents on the $100 value of property, to extend the term to nine months. The qualified voters in the Sanford unit voted favorably on December 14 to levy a 20-cent tax rate for better schools including a ninth month.

There are now 42 school units, 40 city and two county, which have made provision for supplementing the school program provided by State support. One of the 42, Kannapolis, makes this provision without resort to ad valorem taxes. Three local schools within county units, under special acts, make provision for a ninth month.

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HEALTH AIMS

The school program of health and physical education should result in an attempt to achieve the following aims:

"1. To instruct children and youth so that they may conserve and improve their own health.

"2. To establish in them the habits and principles of living which throughout their school life and in later years will assure that abundant vigor and vitality which provide the basis for the greatest possible happiness and service in personal, family, and community life.

"3. To influence parents and other adults through the health education program for children to better habits and attitudes so that the school may become an effective agency for the promotion of social aspects of health education in the family and community as well as in the school itself.

"4. To improve the individual and community life of the future - to insure a better second generation and a still better third generation; a healthier and fitter nation and race." - Report of the Joint Committee on Health Problems in Education.

CONFERENCE ON ELEMENTARY EDUCATION JULY, 1938

An account of a two weeks Conference on Elementary Education in the July, 1938, Summer Session of the School of Education of New York University is presented in a monograph titled "The American Elementary School in Transition". The Department of Elementary School Principals of the National Education Association sponsored this Conference as the major undertaking of its Second Annual Meeting on Elementary Education. The one hundred and sixty-one students from thirty different states who met in cooperative study and discussion were productive of critical and constructive thinking concerned particularly with five topics: In general assembly, the Philosophy of the New School: In sectional study groups, Meeting Pupil Needs Through the Curriculum; Making Teacher Participation a Success; The Curriculum Coordinator; Evaluations of the Elementary School; and, Practicum in School and Community Relations and Democracy in Education.

There were six North Carolina principals who attended this conference and contributed to the discussions and report summary: Misses Mary Wilson Brown, Yanceyville; Mary M. Greenlee, Old Fort; Ruth S. Hackney, Roanoke Rapids; Clara Hearne, Roanoke Rapids; Mary Lowder, Roanoke Rapids; and Mrs. Almonte Jones, Hendersonville. This report, most concise in statement yet broad in thought, is obtainable from New York University, New York.

The third conference will immediately follow the meeting in San Francisco in July, 1939.

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CORRESPONDENCE COURSE IN SAFETY

The College Extension Division of North Carolina State College is offering a correspondence course in Safety. The course will include a study of the general safety problem, safety in the home, industrial and highway safety.

Some of the more specific problems of which this course will be concerned are: motor accident statistics for North Carolina and the Nation; the roadway, its appurtenances and their influence on accidents; the motor vehicle; the pedestrian; the driver; laws affecting the operation of motor vehicles; special driving hazards; North Carolina's highway safety problem; types of accidents in the home; prevention and education for safety in the home; industrial safety; prevention of industrial accidents; organizing for accident prevention; and statistics for public accidents and education in prevention.

Included in the course will be a complete bibliography of the various materials of help to teachers, with outlines of the latest methods of presenting the subject.

Completion of the course will allow three/term hours of both college and certificate credit which may be used for raising and renewing teachers certificates. The course has been approved by the State Department of Public Instruction.

Professor Harry Tucker, Head of the Department of Highway Engineering and Director of the Engineering Experiment Station, is preparing this course. Professor Tucker is an outstanding national authority on safety and is at the present time Chairman of the Committee on Night Accidents for the National Council for Safety.

The course will be open to enrollments on January 15th. The tuition fee is $7.50

For further information write: Edward W. Ruggles, Director College Extension Division, North Carolina State College, Raleigh, N. C.

INTERNATIONAL FRIENDSHIP LEAGUE

The International Friendship League has been organized for the purpose of promoting better understanding among the youth of the world through personal correspondence. It is non-political and non-sectarian.

The League is officially recognized as the headquarters for international student correspondence and is endorsed by the Ministries of Education in 86 countries and territories and the Departments of Education in each of the forty-eight states.

Because our present age, more than any other in the world's history, is intensely concerned with the problem of international relations, parents and teachers recommend this system of creating world-mindedness. In addition to learning first-hand information from all corners of the earth, students take a renewed interest in the civic life of their own country in an effort to describe it in an interesting manner to their new friends.

More than 5,000,000 letters have been exchanged by boys and girls between ten and twenty-eight years of age. In almost all cases, the correspondence is carried on in English.

There is a small charge for a list of foreign names and addresses and those sending a self-addressed, stamped envelope to the League headquarters, 41 Mt. Vernon Street, Boston, Mass., will receive complete information.

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NEWSMAP

A new magazine which gives promise of being highly useful in high school social science and geography classes made its appearance late last year. THE MONTHLY NEWSMAP contains articles and colored maps related to current happenings. It is printed on glazed paper which makes the maps so clear that they can be used much as atlas maps are used. THE MONTHLY NEWSMAP is published monthly at 25 cents a copy or $3.00 a year. It is available from The Geographical Publishing Company, Rocky River, Ohio. Mr. Ray L. Dodds is agent for the Geographical Publishing Company in this State.

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SAFE DRIVING SCHOOLS

If you signal for a left turn at an intersection, who has the right of way - you or the approaching motorist? At 50 miles an hour, how quickly can you stop your car? What do you know about the mechanism of your automobile? And do you need a whole block for parallel parking, or can you ease your car into a small place? The answers to such questions, as well as instruction in actual driving, are given to persons learning to drive in the Safe Driving School conducted by the WPA Education Division and sponsored by the Highway Safety Division of the State Department of Revenue.

Each unit of the Safe Driving School lasts three weeks, with 20 hours instruction in highway laws and mechanism of automobiles, and 14 hours "under the wheel" operation of motor vehicles. At the present time, Safe Driving Schools are held only in Raleigh, Winston-Salem, and Fayetteville. Three hundred and fifty men and women have graduated from the three-weeks courses since last August when they were opened. Other schools are expected to be started soon in twelve different towns in the State.

North Carolina was the first State in the South to open such a school and among the first in the United States. Mrs. Elizabeth C. Morriss, State Director of the WPA and State-Aid Education Divisions, and Major Arthur Fulk, formerly Director of the Highway Safety Division, planned the program.

N.C. ADULT COUNCIL HOLDS SECOND ANNUAL MEETING IN DECEMBER

Governor Clyde R. Hoey opened the second annual meeting of the North Carolina Adult Education Council in Raleigh on December 7th. State Superintendent Clyde A. Erwin, president of the Council, presided. Committee Chairmen who presented reports were: Mrs. Elizabeth C. Morriss, State Director of Adult Education, WPA and State Department of Public Instruction, for the Executive and Planning Committee; Capt. B. L. Smith, president of the North Carolina Education Association, for the Public Relations Committee; and R. M. Grumman, Director of the Extension Division, University of North Carolina, for the Community Cooperation Committee.

At the luncheon meeting following the morning session, E. V. Whelchel, State Director of the WPA Education Program in Georgia, spoke of the work now being done in his State toward eradicating illiteracy. He stated that this has become one of the major goals of the Georgia school system, and that the public school teachers are cooperating to teach all the illiterates in their counties.

Council members attending the meeting, in addition to those already mentioned, were: R. Mayne Albright, Miss Marjorie Beal, Prof. E. W. Boshart, Mrs. W. T. Bost, Dr. T. E. Browne, Mrs. May E. Campbell, Miss Nancy Cox, Dr. Roben J. Maaske, Dr. N. C. Newbold, and J. Loy Sox.

School superintendents attending were: J. O. Bowman, of Wadesboro; R. H. Claytor, of Hillsboro; E. D. Johnson of Monroe; J. J. Tarlton, of Rutherfordton; H. Lee Thomas, of Carthage; and W. F. Warren, of Durham.

The county directors of the State-Aid adult education program, the WPA Education area supervisors, and members of the WPA education State staff also participated.

Recommendations Approved

1. That Adult Education should be a permanent part of the public school program maintained by State funds and supplemented by local and federal aid.

2. That the scope of Adult Education be defined and demarked so as to serve the unserved needs and to avoid duplication of effort and activity.

3. That we endorse the Council committee report as follows:

Executive and Planning Committee:

That a full-time County Director of Adult Education be sought for each county.

That emphasis be continued toward the eradication of illiteracy by 1940.

That beyond the emphasis upon the literacy phase the present Adult Education program continue to emphasize the broader scope of Adult Education designed to serve the civic, social and economic needs and interests of adults in North Carolina.

Public Relations Committee:

That the Council maintain a public relations committee of representative members.

That the Adult Education staff maintain an information service.

through a news letter, circular releases, and radio broadcasts to give information and interpretation with reference to the Adult Education program.

That a speakers' bureau be developed through which competent speakers may be made available for various occasions to speak upon the subject of adult education.

Community Cooperation Committee:

That there be adequate community organization for promoting Adult Education and wherever possible the work be done through existing organizations, such as Councils of Social Agencies.

That college and university facilities and service be utilized wherever they are available.

Legislative Committee:

That an appropriation in the amount of $145,000 be asked of the General Assembly for the program for each year of the next biennium.

That we endorse the report of the Governor's Commission on Education in which it is asked that the compulsory school age be raised to sixteen years of age and that provision be made for the more adequate enforcement of compulsory school attendance laws.

B. L. Smith, Chairman
R. Mayne Albright
R. M. Grumman

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18,843 NAMES OF ILLITERATES FURNISHED ADULT DIVISION

In response to Mr. Erwin's request that school superintendents report names of their illiterate school patrons, 18,843 names were sent to Mrs. Elizabeth C. Morriss before January 1st. Eastern counties have so far shown a larger number of Negro illiterate patrons, while the opposite is true of western counties. Thus the total number continues to be almost equally divided between the two races, with a slightly larger number of white persons. Almost 500 Indian illiterate patrons have also been reported.

Superintendents who have discussed the matter with Mrs. Morriss have found the following techniques useful in finding the names of their illiterate patrons:

1. Asking teachers, who perhaps know which parents are illiterate through signatures on report cards, etc.

2. Asking school children. Embarrassment has been avoided by having the children go individually to the principal's office or any convenient place. They are asked for the names of any persons they know who cannot read and write, (not necessarily their parents or relatives) and perhaps for some other type of information at the same time.

3. Asking grade mothers and Parent-Teacher Associations to help in securing the information.

Where these more direct methods are not desirable, superintendents may find the names from other sources, such as; Farm and Home Demonstration agents, Farm Security offices, tax lists, health and welfare officials, banks postoffices, mail carriers, law enforcement officers, business firms, insurance agents, and industrial plants.

MIMEOGRAPH PAPERS

The following 131 school papers issued by the duplicated process have been received at the office of the State Department of Public Instruction:

ADNOR, Ronda
ANSONVILLIAN, Ansonville
ARDMORE TATLER, Winston-Salem
AURELIAN SPRINGS HIGH SCHOOL NEWS, Aurelian Springs
AYCOCK-A-DOODLE-DOO, Greensboro
B.C.T. SPOTLIGHT, Southport (Col)
BENHAVEN NEWS, Olivia
BETHEL BOOSTER, Woodsdale
B.H.S.BRIGHT LEAF JOURNAL, Bethel
BLOWING ROCK BREEZES, Blowing Rock
BOONE HIGH LIFE, Boone
BROADCASTER, Macon
BULLDOG SNAPS, Concord
CALDWELL LIFE, Greensboro
CASTALIA SPOT-LIGHT, Castalia
CENTRAL TIMES, Mooresville
CHALONER ECHO, Roanoke Rapids
CHOCTAW STUDENT, Chocowinity
C.H.S. ECHO, Chadbourn
C.H.S. NEWS, Winston-Salem (Col)
CLEVELAND COUNTY SCHOOL BULLETIN, Shelby
CLIFFSIDE HI-LIGHT, Cliffside
CLYDE SCHOOL NEWS, Clyde
COLLETTSVILLE HI-LIGHTS, Collettsville
CRANBERRY HIGH LIGHTS, Elk Park
ELON HIGH-LIGHTS, Elon College
FULL-O-NEWS, Durham
GREEN HOPE GAZETTE, Apex, R. 1
GREEN WAVE SPOTLIGHT, Williamston
HARRIS HI-LIGHTS, Harris
HI-LIGHTS, West End
HI-LIGHTS, Collettsville
HIGH SPOTS, Mt. Airy
HOKE HIGH LIGHTS, Raeford
HOLLY SPRINGS SCHOOL CHATTERBOX, Holly Springs
LA GAZETTE FRANCAISE, Boone
L'ETUDIANT, Valdese
LILESVILLE ECHOES, Lilesville
LIN-SCO, Linden
JAX-FAX, Jacksonville
JUNIOR GAZETTE, Trenton
JUNIOR MONTHLY, Ayden
KINGS CREEK RIPPLES, Kings Creek
KNO-WIT-AWL, Siler City
MERRY HILL TORCHLIGHT, Merry Hill
MOUTHPIECE, Bessemer
NEWS LETTER, Robersonville
NIK-NAK, Stedman
ORNOCAHI, Oriental
OUR CLASSROOM NEWS-RECORD, Spring Hope
OUR INK, Fayetteville
PEACHLAND HI-LITES, Peachland
PINE NEEDLES, Bethany School, Reidsville
PIRATES OF BATH HIGH, Bath
POLKTON AMATEUR, Polkton
POLKTON SCHOOL DAZE, Polkton
PROCONIAN, Chapel Hill
RENOCAHI, Reidsville
ROSE-HILLIAN Rosehill
SCHOOL LIFE, North Durham
SCHOOL NEWS, Warrenton
SCRIBBLERS SPECIAL, Central School, Cumberland County
SEABOARD SCHOOL NEWS, Seaboard
SEAGROVE HIGHLITE, Seagrove
SMITHFIELD HIGH-TIMES, Smithfield
SMITHSONIAN, Fayetteville (Col)
SPENCER HIGHLIFE, Spencer
TECHNIQUE, Charlotte
THE ANDERSONIAN, Burlington
THE BALLS CREEK NEWS, Newton
THE BEACON, Ellerbe
THE BEACON, Enfield
THE BUGLER, Cameron
THE C.H.S. THUNDERBOLT, Clayton
THE CO-HO-PA (Corinth-Holder) Zebulon
THE CREST, Stanfield
THE ECHO, Sneads Grove
THE ELK ANTLER, Elkin
THE FLASH, Burlington (Col)
THE GRANITE CHIPS, Granite Quarry
THE HAWKINS HERALD, Warrenton (Col)
THE HELENIAN, Timberlake
THE HY-TOWER, Etowah
THE JOHN SMALL SCHOOL NEWS, Washington
THE JUNIOR MOUNTAINEER, Lenoir
THE LINCOLN HERALD, Rocky Mount (Col)
THE MENTOR, Washington
THE MESSENGER, Sanford (Col)
THE MESSENGER, Washington (Col)
THE M.H.S. RUMBLER, Middlesex
THE MINIATURE, West Sanford
THE MOHISCO, Monroe
THE MOREHEAD STUDENT, Durham
THE MOUNTAIN TRAIL, Highlands
THE OAK LEAF, Four Oaks
THE OWL, Stokes
THE PAMLICOAN, Washington
THE PILOT, Pilot Mountain
THE PLAINSMAN, White Plains
THE POINTER, Stony Point
THE RECORDER, Central Jr. H.S. ??
THE SANDSPUR, Maxton
THE SAND SPUR, Dudley
THE SANDSPUR, Hamlet
THE SCRIBBLERS MAGAZINE, Wilmington
THE SEARCH LIGHT, Winterville
THE SHOALS HIGH SCHOOL TRAIL BLAZER, Shoals
THE SPIRIT OF B.H.S., Belhaven

THE STUDENT ECHO, Lumberton
THE TAR BABY, Morven
THE TIGER, Seaboard
THE TORCH, Yanceyville (Col)
THE TRAIL BLAZER, Battleboro
THE TRAIL BLAZER, Union School, Vale
THE VOICE OF YOUTH, Snow Hill
THE W.C.T.S. MIRROR, Wise (Col)
THE WEAVER, Cramerton
THE WILDCAT, Vance School, Asheville
??????????????????, Siler City
THE SPOTLIGHT, Linwood
THE SPOT-LIGHT, Hillsboro
THE WOLF, Lincolnton
THE WOODLAND ECHO, Woodland
TIGER TIMES, Fayetteville
TIP TOP TIDINGS, Barnsville
TORCHLIGHT, Merry Hill
WACOVIAN, Sugar Grove
WILKESBORO HIGH LIGHTS, Wilkesboro
WILLISTON HERAID, Wilmington (Col)
WILLISTON ECHO, Wilmington (Col)
YE HIGH SCHOOL CRIER, Robersonville

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PRINTED PAPERS

There is given below a list of 55 printed school papers, which have been received in the office of the Department of Public Instruction:

AYCOCK HI-LIGHTS, Kannapolis
BARKER, Burlington
BIT OF NEWS, Kannapolis
BOONE HIGH LIFE, Boone
BURKE SCHOOL NEWS, Morganton
CLIFFSIDE HIGH LIGHT, Cliffside
EAST DURHAM ECHO, Durham
FACTS AND FUN, Thomasville
GOLDSBORO HI NEWS, Goldsboro
GREEN LIGHTS, Greenville
GRIM-GRAM, Grimesland
HIGH LIFE, Greensboro
JOHN CHAVIS HIGH LIGHT, Cherryville
JUNIOR POINTER, High Point
STUDENT'S GUIDE, Zebulon
TABOR CITY SCHOOL TATLER, Tabor City
THE ADKIN HIGH MIRROR, Kinston (Col)
THE ALEXANDRIAN, Taylorsville
THE BLUE AND GRAY, Statesville
THE BROADCASTER, Bladenboro
THE BUGLER, Cameron
THE CANNON REPORT, Kannapolis
THE CAULDRON, Morganton
THE ERWIN HI-LITE, Erwin
THE EXPONENT, Sunbury (Col)
THE FULL MOON, Albemarle
THE GOLD AND BLUE REPORTER, Scotland Neck
THE GOLDEN LEAF, Fairmont
THE HERALD, Charlotte (Col)
THE HI-ROCKET, Durham
THE HI-TIMES, Raleigh
THE HUDSONIAN, Hudson
THE LAUDSPEAKER, Elizabeth City
THE LAUREL HILL NEWS, Laurel Hill
THE MARSHALL HIGH REFLECTOR, Marshall
THE MIRROR, Clinton
THE MOUNTAINEER, Kings Mountain
THE PAMLICOAN, Washington
THE PANTHER'S CLAW, Greensboro (Col)
THE POW WOW, Ahoskie
THE RONOKO, Roanoke Rapids
THE ROXBORO RAMBLER, Roxboro
THE S.L. SHEEP NEWS, Elizabeth City
THE SENTINEL, Belmont (Col)
THE SPOTLIGHT, Oxford Orphanage, Oxford
THE STONEVILLE HIGH MIRROR, Stoneville
THE SWAIN HI-LIGHT, Bryson City
THE TRAINING SCHOOL BANNER, Scranton (Col)
THE WEAVINGS, Concord
THE WHITE CANE, School for Blind, Raleigh
PURPLE AND GOLD, Hugh Morson, Raleigh
VOX DISCIPULORUM, Granite Falls
WAYNESVILLE HI-LIFE, Waynesville
W.H.S. BROADCAST, Wendell

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PROGRESSIVE EDUCATION ASSOCIATION HOLDS MEETING

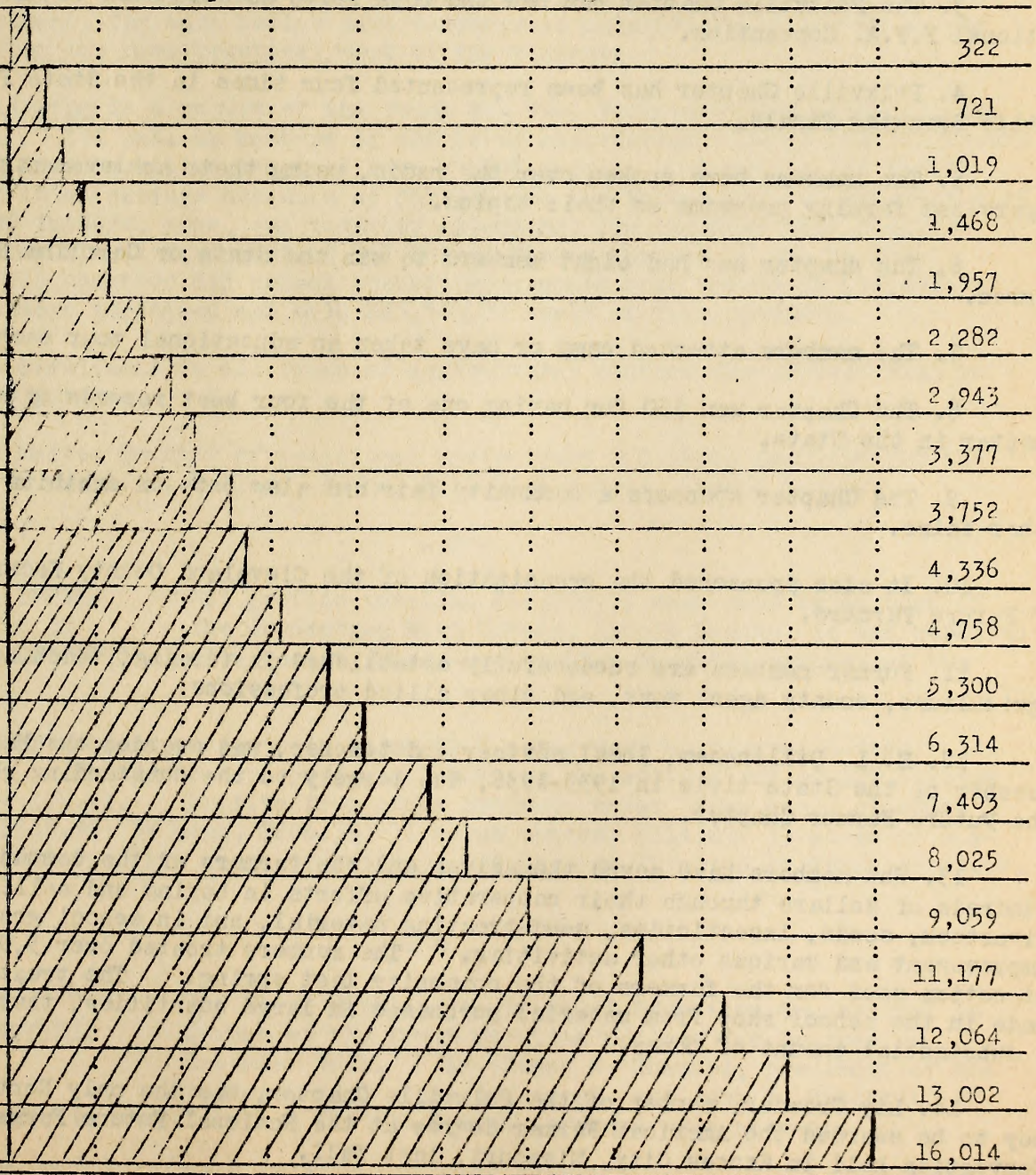
The Southern Conference of the Progressive Education Association, including representation from South Carolina, Georgia, Virginia, Louisiana, Mississippi, Florida, Tennessee, Alabama, and North Carolina, met in Greensboro on December 2-3. The central theme was "Education and Southern Problems".

Presentations of basic economic facts were given. A review of the human and material resources at hand; then, the task of planning programs of education in light of these distinctive facts and resources received significant emphasis. State meetings briefly reviewed programs of work now considering their regional needs, the community, and the individual.

TWENTY YEARS GROWTH IN VOCATIONAL AGRICULTURE IN NORTH CAROLINA

INCREASE IN ENROLLMENT IN VOCATIONAL AGRICULTURE

1918 - 1938



POLKVILLE YTHF CHAPTER MAKES GOOD RECORD

The Polkville Chapter of the Young Tar Heel Farmer organization, Polkville High School, Cleveland County, organized by E. L. Dillingham in 1930, has done outstanding work, not only locally but also from a Statewide standpoint. Some of the achievements of that chapter are listed:

1. Four members have held office in the State organization, including that of president.

2. Three members have represented the State in the Vocational Livestock Judging Contest at Kansas City, Missouri. In 1930, by virtue of having the highest scoring boy in the State, E. L. Dillingham, teacher, accompanied the State Team as coach.

3. The Polkville Chapter has had two boys serve as delegates to the National F.F.A. Convention.

4. Polkville Chapter has been represented four times in the State F.F.A. Public Speaking finals.

5. Two members have spoken over the radio, using their achievements in supervised farming programs as their topics.

6. The chapter has had eight members to win the State or Carolina Farmer degree.

7. The members attended camp or have taken an educational tour each year.

8. The Chapter won $50 for having one of the four best records of any chapter in the State.

9. The Chapter sponsors a community fair and also puts on exhibits at other fairs.

10. It also sponsored the organization of the Cleveland County Federation of Future Farmers.

11. Former members are successfully established in farming, teaching agriculture, county agent work, and other allied professions.

12. E. L. Dillingham, local adviser and teacher, was awarded the Master Teacher of the State title in 1935-1936, due largely to the outstanding record of the Future Farmer Chapter.

13. The members have saved themselves and the farmers of the community hundreds of dollars through their cooperative efforts in buying and selling poultry, livestock, seeds, insecticides, seed-treating material, and in school ground improvement and various other activities. The members treated over 3,000 bushels of cotton seed for the farmers of the community last spring. The treater was made in the school shop from material purchased in large quantities, thus saving a substantial amount of money.

14. Loy Crowder, member of the Polkville Chapter, was the only North Carolina boy to be awarded the American Farmer degree at the National Future Farmer Convention held in Kansas City, Missouri, last fall.

DATA ON VOCATIONAL AGRICULTURE

Vocational agriculture is now being taught by 393 teachers in 393 schools located in 85 counties. There are 330 white teachers teaching and there are 63 Negro teachers. Twenty white and 4 Negro, a total of 24 departments were started this fall.

The livestock judging team representing the Young Tar Heel Farmers Organization made a very creditable showing at the Future Farmers of America meeting in Kansas City.

In competition with teams from 37 states and with boys from the famous livestock regions of the West, the North Carolina team won third place in judging beef cattle.

The income from the home practical work of the boys for the past year was $2,072,761.24. As evidence that the teaching of vocational agriculture is a good investment, for each dollar paid teachers in salaries there was an income of $3.30 from the home practical work of the students.

Following is a report of the Young Tar Heel Farmers Organization for the past year: 9,542 paid-up members in the State Association; 134 of the 242 Future Farmers of America active chapters have a 100% paid-up membership; 134 thrift banks with total savings accounts of $55,247.68; 167 Father and Son banquets held with 14,635 fathers, sons, and visitors attending; 156 chapters with complete Future Farmer Ritual Equipment; 2,367 Future Farmer Manuals in use by local chapters; 216 chapters did school ground improvement work valued at $14,401.50; and 99 chapters purchased and sold $25,743.77 worth of farm products.

The enrollment in all types of agricultural classes for 1938-39 will be over 30,000 persons.

The Master Teacher of vocational agriculture for North Carolina for the year 1937-38 was A. G. Bullard, Bethel Hill High School, Person County.

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CONTENTNEA YOUTHS MAKE PROFITS IN VOCATIONAL PROJECTS

Net profits totaling $14,770.71 were made by 48 boys of the Contentnea High School, Lenoir County, it was reported at a recent father-son, mother-daughter banquet at the school.

The 39 tobacco projects in which 51.7 acres were cultivated netted $11,674.70. Forty-one corn projects involving the cultivation of 122.6 acres realized $2,176.91. Profits from other projects were: four acres of sweet potatoes, $338.30; 34 hogs, $206.36; 11 acres cotton, $114.07; 13 acres of soy-bean hay, $111.05; five acres of oat hay, $49.75; and 22 acres of Irish potatoes, $15.30.

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NEGRO ADULT EDUCATION COUNCIL ALSO MEETS

The North Carolina Negro Adult Education Council met in Durham at the North Carolina College for Negroes on December 16th. Dr. James E. Shepard, president of the college, is Council president, and John W. Mitchell, of A & T College, is secretary. Fifteen Council members were present.

Interest was so high in furthering the adult education program that the members decided to have a meeting in Raleigh during January.

HALL V - ART AND ARCHEOLOGY — This Hall (2nd floor) is devoted to a growing collection from pre-historic American Indians which lived and died in this section, and to a temporary showing of the collections of the N. C. Art Society. The science dealing with our pre-historic Indians is known as Archeology.

A built-in room shows a loom and accessories which were used when cloth was produced in its entirety in our farm homes. There are Rest Rooms here provided for the convenience of white men and white women. Topographic Map Models show the entire Southern Appalachian Mountains and Mount Mitchell State Park.

Specific exhibits begin with oil paintings above the stairway which extend about the walls. Japanese etchings and other art are shown in cases to the right. Most valuable is the ancient Roman Glass. These vessels date back about 2000 years to the first centure B.C. They were taken from excavated human burials. The peculiar sheen of the glass is due to its long exposure to the soil. Some of this is blown glass and some of moulded glass. Decorations are made by rolling in threads of colored glass while the whole was hot and pliable.

Glass was first made by the Egyptians about 4000 B.C., as glass blowers with their red pipes are pictured in tombs of that date. They used such minerals as quartz, limestone and alkalis. They probably discovered the process by some accidental melting of some minerals. The making of glass vessels came to all western Europe from Egypt. Our American Indians knew no glass until the white man came. Then the glass trade beads caught the Indian's fancy and quickly became a valuable article to trade with the Indians.

Artifacts - shown here - were made and used by American Indians and are an aid in unravelling the story of their lives. By excavation of mounds and village sities, under the watchful eye of a trained field archeologist, much is being learned of these early peoples. Such sites should not be excavated except under competent supervision. Otherwise a page from their history will be forever destroyed. Artifacts are worth little without securing the story they tell in their original setting.

To secure these pre-historic records, the N. C. Archeological Society is working with your State Museum and other interested agencies. A mound - given to the State - is being excavated in Montgomery County, near Mount Gilead. Working with N.Y.A. and W.P.A., it is planned to extend these field excavations as rapidly as possible and save as much of the record as possible.

Already shown here are two large burial urns - earthenware pots - secured by field activities. Others will be added as the work proceeds. It is planned to restore the mound as a State Park and have a small museum there.

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THREE THINGS — Three things to govern - temper, tongue and conduct.
Three things to cultivate - courage, affection and gentleness.
Three things to commend - thrift, industry and promptness.
Three things to despise - cruelty, arrogance and ingratitude.
Three things to wish for - health, friends and contentment.
Three things to work for - security, independence and happiness.
Three things to give - aid to the needy, comfort to the sad and appreciation to the worthy. - Selected.

REPORT TO THE PRESIDENT ON THE ECONOMIC CONDITIONS OF THE SOUTH

EDUCATION The following is Section 6, Education, of the Report to the President on the Economic Conditions of the South. This report was prepared for the President by the National Emergency Council.

"Great numbers of Americans are continually moving from one region to another. This makes poor schooling in any region a matter of national concern. Illiteracy, poor training, lack of education, go along with those migrating people who have not had schools. The fact that the South is the source of a considerable part of the rest of the Nation's population makes the South's difficulties in providing school facilities a national problem.

"In the United States as a whole it is more possible than ever before to supply training for children and young people. The child population has only doubled since 1880, while the adult population has increased more than threefold. Too, the productive capacity per worker today is far in excess of what it was 50 years ago. In the South, however, owing to the higher birth rate and to the migration of adult workers, the proportion of productive workers to school children is much lower than elsewhere in the country. A study of this condition in 1930 showed that there were 10 adults to 6 children as compared to 10 adults for 4 children in the North and West.

"In the rural regions of the South, particularly, there is a marked disparity between the number of children to be educated and the means for educating them. For example, in 1930 the rural inhabitants of the Southeast had to care for 4,250,000 children of school age of the country's total, although they received an income of only about 2 per cent of the Nation's total. In the nonfarm population of the Northeast, on the other hand, there were 8,500,000 children in a group that received 42 per cent of the total national income - 21 times as much income available to educate only twice as many children.

"This disparity in the educational load, which bears so heavily on the South, continues. In 1936 the rate of natural increase in the population was greatest in the southeastern and southwestern sections of the United States, precisely where the lack of educational opportunity is already most pronounced.

"The southern regions are affected by population shifts more than other sections because the greatest proportion of movers originate there. In the 1920's the States south of the Potomac and Ohio Rivers and east of the Mississippi lost about 1,700,000 persons through migration, about half of whom were between 15 and 35 years of age. These persons moved at the beginning of their productive life to regions which got this manpower almost free of cost, whereas the South, which had borne the expense of their care and education up to the time when they could start producing, suffered an almost complete loss of its investment. The newcomers to the South did not, by any means, balance this loss. The cost of rearing and schooling the young people of the southern rural districts who moved to cities has been estimated to be approximately $250,000,000 annually.

"The South must educate one-third of the Nation's children with one-sixth of the Nation's school revenues. According to the most conservative estimates, the per capita ability of the richest State in the country to support education is six times as great as that of the poorest State.

"Although southern teachers compare favorably with teachers elsewhere, the average annual salary of teachers in Arkansas for 1933-34 was $465, compared to $2,361 for New York State for the same year, and in no one of the Southern States was the average salary of teachers equal to the average of the Nation. In few places in the Nation, on the other hand, is the number of pupils per teacher

higher than as in the South. Overcrowding of schools, particularly in rural areas, has lowered the standards of education, and the short school terms of southern rural schools further reduce their effectiveness.

"In the South only 16 percent of the children enrolled in school are in high school as compared with 24 percent in States outside the South.

"Higher education in the South has lagged farbehind the rest of the Nation. The total endowments of the colleges and universities of the South are less than the combined endowments of Yale and Harvard. As for medical schools, the South does not have the facilities to educate sufficient doctors for its own needs.

"Since adequate schools and other means of public education are indispensabl to the successful functioning of a democratic nation, the country as a whole is concerned with the South's difficulty in meeting its problem of education.

"Illiteracy was higher in 1930 in the Southern States than in any other region, totaling 8.8 per cent. The North Central States had a percentage of 1.9. New England and the Middle Atlantic States combined had a percentage of 3.5. In the South the percentages ranged from 2.8 in Oklahoma to 14.9 in South Carolina. Every State in the South except Oklahoma had a percentage higher than 6.5 percent.

"But the poor educational status of the South is not a result of lack of effort to support schools. The South collects in total taxes about half as much per person as the nation as a whole. All Southern States fall below the national average in tax resources per child, although they devote a larger share of their tax income to schools. For the Southern States to spend the national average per pupil would require an additional quarter of a billion dollars of revenue.

"Between 1933 and 1935 more than $21,000,000 of Federal funds were necessary to keep rural schools open, and more than 80 percent of this amount was needed in the South, where local and State governments were unable to carry the burden.

"In 1936 the Southern States spent an average of $25.11 per child in schools, or about half the average for the country as a whole, or a quarter of what was spent per child in New York State. In 1935-36 the average school child enrolled in Mississippi had $27.47 spent on his education. At the same time the average school child enrolled in New York State had $141.43 spent on his education, or more than five times as much as was spent on a child in Mississippi. There were actually 1,500 school centers in Mississippi without school buildings, requiring children to attend school in lodge halls, abandoned tenant houses, country churches, and, in some instances, even in cotton pens."

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TWELVE THINGS TO REMEMBER

The value of time
The success of perseverance
The pleasure of working
The dignity of simplicity
The worth of character
The power of kindness
The influence of example
The wisdom of economy
The virtue of patience
The improvement of talent
The joy of origination
The obligation of duty

- Marshall Field.

NORTH CAROLINA ILLITERACY STATISTICS

The following table shows the population and illiteracy statistics for the State and by races of persons ten years of age and over according to the U. S. census. These figures were used as the basis for the chart appearing in the December PUBLIC SCHOOL BULLETIN.

	1870	1880	1890	1900	1910	1920	1930
A.	768,689	959,951	1,147,446	1,346,734	1,578,595	1,844,673	2,352,014
ILL.	397,690	463,975	409,703	386,251	291,497	241,603	236,261
%	51.7	48.3	35.7	28.7	18.5	13.1	10.0
NW	497,132	605,244	751,302	900,664	1,070,405	1,275,432	1,644,224
ILL.	*166,397	191,913	173,129	175,645	131,992	104,673	93,205
%	33.6	31.7	21.1	19.5	12.3	8.2	5.7
MP	--	--	5,535	6,283	6,658	8,776	14,028
ILL.	--	--	416	320	197	171	167
%	--	--	7.5	5.1	3.0	1.9	1.2
FB	--	3,562	3,555	4,314	5,734	6,981	8,663
ILL.	--	119	177	262	477	474	450
%	--	3.3	5.0	6.1	8.3	6.8	5.2
N.	271,557	351,145	392,589	441,756	490,395	545,542	673,809
ILL.	230,606	271,943	235,981	210,344	156,303	133,674	139,105
%	84.9	77.4	60.1	47.6	31.9	24.5	20.6

A - All classes, ten years of age and over; NW - Native white; MP - Mixed parentage; FB - Foreign born; N - Negro; ILL - Illiterate; % - Per cent; *All white.

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LAWS, RULINGS, OPINIONS

Opinion: I have your letter of December 1st, enclosing inquiries from Superintendent _____.

Your first two questions relate to the payment of State funds to teachers who have not entered into a new contract, but whose previous contracts are deemed valid under section III, Chapter 136 Public Laws of 1923. The School Machinery Act merely provides that teachers shall enter into a written contract before coming eligible to receive any payment from State funds. It is our opinion that, since the teacher has entered into a valid contract which continues upon renewal of appointment, State funds can legally be paid to the teacher, whether in the same school district or different school district in the same county.

I am not familiar with the practice as to revocation of teachers' certificates. There is nothing in the law which would authorize a revocation by the mere fact that a teacher leaves without giving thirty days' notice provided for in the contract. C.S. 5569-5584, dealing with teachers' certificates, place full jurisdiction in the State Board of Education. C.S. 5574 provides for an appeal from a refusal of a county or city superintendent to approve or sign a teacher's certificate. In a case of this kind, the State Board of Education has final authority. I do not have a copy of the rules and regulations governing teachers' certificates, but this seems to be a matter entirely within the jurisdiction of the State Board of Education - Attorney General, December 2, 1938.

RECENT BOOKS

PRIMARY GRADES

Cameron. The Find Out Book. Book II. U.N.C. Press. $ .56.
A second book of nature and animal life written as result of class activities in Orange County.

Huber and others. After the Sun Sets. Row. $ .87.
Favorite folk tales, charmingly illustrated, have been retold for primary grades.

Todd and Slocum. The Umbrella That Got Wet. Oxford. $ .84.
The simple friendly story of a little girl and her new clothes. It will appeal especially to second grade readers.

Winchell. Polly Parrot. Whitman. $ .78.
The humorous story of a naughty parrot and what happened to her.

GRAMMAR GRADES

Halliburton. Book of Marvels, the Occident. Bobbs. $ .94.
The school edition of a popular book describing geographic wonders of the Western world.

Harkness. The Baby Giant Panda. Carrick and Evans or Junior Literary Guild. $1.50.
The true story of an interesting animal which has been in recent headlines.

Mott and Baisden. The Children's Book on How to use Books and Libraries. Scribner's. $1.15.
A very informative book with self-explanatory title, cleverly illustrated with stick drawings, which will be interesting to the individual as well as helpful for group study.

Sperry. The Magician's Cloak. Holt. $1.18.
A beautifully illustrated fairy tale which will appeal to fourth grade readers.

HIGH SCHOOL

Barnes. I Hear America Singing. Winston or Junior Literary Guild. $1.46.
An anthology of folk poetry which should appeal to both boys and girls.

Dinwoodie. Storms on the Labrador. Oxford. $1.35.
The gripping story of a boy's friendship for a man in the lumbering country.

Henry and Seeley. How to Organize and Conduct a Meeting. Noble. $1.27.
A simple manual of parliamentary procedure which should be very useful for high school clubs.

Keliher. Air Workers. Harper. $ .68.
A small, but very informative book with photographic illustrations of various phases of air service work, useful for vocational guidance.

Prices quoted from Library Book Catalogue of the North Carolina Education Association.

A TEACHER SPEAKS

By
Elias Lieberman

In each task that I do
I must remember
That under my ministrations
A fledgling spirit will feel the urge of growing
wings
But that I cannot teach others to fly
Unless my own soul seeks the heights . . .

It will be my privilege
In moments of revelation
To brighten dark sectors of the mind,
To ease suffering,
To lead the misguided, the uninformed, the faltering,
Beyond today's weakness toward tomorrow's strength . . .

I shall strive to be true
To the precepts of the greatest sagas of all time
Who taught humility and kindliness
That the world might not be consumed
By self-made fires of hate . . .

In the confusing rhythms and discords of the
moment
I shall reveal proudly and happily
The eternal harmonies of the great dreams
Which ushered in my country's birth
That democracy may continue to be
Now and for all time
A way of life . . .

- Reprint from "Parent's Magazine,"
for September 1938.

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NORTH CAROLINA
STATE LIBRARY

VOLUME III NUMBER 6

February, 1939

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

RALEIGH STATE

Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

NORTH CAROLINA
STATE LIBRARY

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

February 13, 1939

To Superintendents, Principals and Teachers:

Modern education is concerned with teaching not only the tool subjects and certain knowledges and understandings, but also with teaching children to be healthy and to live happily. In addition to requiring the teaching of the traditional subjects, the law of North Carolina, Section 39, Chapter 136, Public Laws of 1923, requires the teaching of health education including the effect of alcoholic drinks and narcotics, and fire prevention.

It is concerning the last mentioned subject which I wish to emphasize at this time. There has been a large number of schoolhouses burned this school year. While the actual loss in dollars and cents is to be regretted, such losses may be sustained and complete restoration obtained.

However, I would like to issue a word of caution less some similar occurrence cause losses for which there is no compensation or restoration. For the death of a single child there is no compensation. In this connection may I quote the law concerning Teaching of Fire Prevention, Consolidated Statutes, Volume II, 5542, " . . . . . the superintendent or principal of every public school in this State shall conduct at least one fire drill every month during the regular school session, such fire drills to include all children and teachers and the use of all egress."

I feel sure that the superintendents and the principals stress fire prevention, not only because it is a legal obligation but also because the safety and the well being of children and teachers is of serious concern to every school administrator in North Carolina.

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

NORTH CAROLINA

PUBLIC SCHOOL BULLETIN

Volume III February, 1939 Number 6

Issues monthly by the State Superintendent of Public Instruction, Raleigh, N. C.

Quotation: But instruction awakens the innate force, and right discipline strengthens the mind. - Horace.

EDITORIAL COMMENT

THE TWELFTH GRADE

In order to increase the educational opportunities of the boys and girls of the State, the next logical step is the addition of a twelfth grade to the public school system. In my opinion, this additional opportunity will be a distinct advantage not only to thousands of boys and girls, but also to the State itself. I believe, therefore, this additional grade should be added to all public high schools as soon as possible

Most states of the nation have already provided a twelve-grade system of public schools. On the basis of a nine months school term, which these states also have, the children in those states are provided with a 108-month school opportunity as contrasted with the present 88-month school opportunity provided North Carolina boys and girls. The addition of the twelfth grade will raise this opportunity to 96 months; and should go a long way toward equalizing their total training, both in quality and quantity, with that provided boys and girls in other states.

For the twenty-five per cent of high school graduates who go to college, the twelfth grade will give an additional year's work at home, and then they will be better prepared for college. It is stated by college authorities that most failures in college are due to lack of training in the fundamentals. This added year, then, should decrease failures in college.

To these boys and girls who never expect to enter college, an additional year in high school will give an opportunity of more fully preparing themselves in vocational or trade subjects. The present economic situation indicates that the opportunity for profitable employment on the part of adolescents is not favorable. The purpose of society will be more perfectly served, therefore, by keeping these youths in school, thereby laying a broader and firmer foundation for participation in social activities, and in giving them the preparation for doing more efficiently the worthwhile work of the world. - Clyde A. Erwin.

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PROFESSIONAL LIBRARY

Attention is called to the article on 100 books for a general professional library by Mr. W. T. Gruhn in the January, 1939, number of the High School Journal. A number of schools are interested in establishing or adding to professional libraries and this list should prove of interest both to principals and teachers. The list is divided into the following groups:

Administration and Supervision
Comprehensive and General
Curriculum
Educational Psychology and Hygiene
Elementary Education
Guidance and Extra Curricular Activities
History, Comparative, and Philosophy
Secondary Education
Statistics and Measurements

CELEBRATE ARBOR DAY, FRIDAY, MARCH 17, 1939

What is the use of celebrating Arbor Day? Is it not just one more burden for the already over-loaded teacher? Or is it?

It would seem to a layman, who has been given this opportunity of addressing teachers through their professional journal, that a change from the regular routine is a relief to both teacher and pupil. And if the change is of such a nature as to stimulate the interest and attention of the average pupil, then the teacher could enter into the program with pleasure.

But an Arbor and Bird Day program is not only a pleasant change, it can be made a thrilling experience. Young children especially are interested in life. A tree is the highest development of the vegetable kingdom as man is of the animal kingdom. Both share the same gift of life. To carry on the comparison, both need food, water, air and sunshine. The same laws of growth, reproduction, form, heredity, disease, death and decay apply to plants and animals and all things endowed with the spirit of life strive towards perfection.

There is no better time than the spring to sow the seeds of these great truths in the hearts and minds of the children. The roots, stems, leaves, flowers and fruits of trees are not only parts of the individual trees; they are essential organs, comparable to our own, developed to perfection through a million years of transmission of characteristics which best adapt the plants to their surroundings.

So many children and adults also, especially those so unfortunate as to be brought up in a city, do not observe the beauties of nature. They cannot see the trees for the automobiles. By having no love of nature one of the greatest pleasures of life is passed by.

To you teachers, therefore, I pass the torch!

Plant and cultivate in your children a knowledge and love of nature, an appreciation of the beauties of form and color, of sky and scene, a reverence for all life; for these in a very real way lead towards God. - J.S.Holmes, State Forester.

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PROFESSIONAL MEETINGS MOORE COUNTY

Superintendent H. Lee Thomas has set aside three days during the school year as observation days for the teachers in his system. The teachers have observed already in two schools of the County - Carthage and Aberdeen. A carefully worked out schedule provides an opportunity for each teacher to observe teaching in the grade of his choice. Regular work goes on in the school in which teachers are observing until about 2:00 o'clock. After that teachers are divided into grade groups for discussion of the work observed. Each grade group has a group leader and a secretary, who is supposed to make a summary of the discussions. These summaries of the discussions are turned over to the Superintendent and later the summaries will be compiled and a complete report published by the Superintendent to be sent to each teacher in the County. Superintendent Thomas reports that he is pleased with the results of these meetings. His plan is being passed on to other school people who may be interested in planning similar programs.

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SCHOOL PAPERS

Creditable printed school papers which have come to our attention during the month are the Creswell Highlights and The Chowan High School Tomahawk. Each of these papers is published monthly and the final edition each year becomes a senior class issue and takes the place of a class annual.

LEGISLATIVE

EDUCATION BILLS INTRODUCED — The following public bills relating to education have been introduced so far at this session of the General Assembly:

SB 4. "To Provide for the Establishment of a Nautical School for the State of North Carolina (School would be a unit of the State University, named for Josephus Daniels." The Governor is authorized to appoint a commission of five and self to arrange establishment, suitable location on coast, and management, and $50,000 is appropriated for maintenance for the next biennium. Training would include navigation, seamanship, steam and electrical engineering. Non-residents could be admitted only upon payment of fees set by Commission.) Introduced by Frink. Sent to Committee on Education.

HB 18. "To Provide Graduate and Professional Courses for the Negroes of North Carolina." (Would empower the Board of Trustees of the North Carolina College for Negroes to establish graduate courses and departments of law and pharmacy, when ten or more students apply for admission, and would provide for courses and professional schools as fast as they are needed and funds permit. Would provide technical and specialized training at the A. and T. College in Greensboro. Would authorize the Director of the Budget, the Governor and the Council of State to set aside necessary funds for such purposes if the budgets of these institutions are insufficient for these purposes. When less than ten persons should make application for training herein described and when impossible for Negroes to secure such training in the State, the payment of tuition for such Negroes to secure similar training at institutions outside of North Carolina would be authorized. Would make the State Superintendent of Public Instruction ex officio a member of the Board of Trustees of the North Carolina College for Negroes.) Introduced by Murphy. Sent to Committee on Higher Education.

HB 29. "To Provide Educational Facilities for the Patients at the North Carolina Orthopedic Hospital at Gastonia, North Carolina". (Would provide that a school be operated in the hospital for the twelve months each year, or for such time as the trustees deem advisable. Would provide for the election of teachers on the recommendation of the Gaston County Superintendent of Public Instruction. Would appropriate $11,000 for the first year, and $8,000 for the second year of the biennium.) Introduced by Rudisill. Sent to Committee on Appropriations.

HB 54. "To Amend Section 8, Chapter 455 of the Public Laws of 1935, Relative to the Allotment of Teachers in Case of Epidemic". (Would require State School Commission, in allotting teachers, to take into account fact that epidemic may have lowered average daily school attendance. Would require county health officers to certify to Commission occurrence of an epidemic, nature, duration, etc., and average number of pupils absent, and would require Commission, in allotting teachers, to count as present those certified by the health officer as absent on account of an epidemic.) Introduced by Finch and Jarvis. Sent to Committee on Education.

HB 80. "To Levy a Tax on Gross Sales of Alcoholic Beverages, to Provide Free Textbooks to Teach the Evil Effects of Alcohol on the Human Body in the Primary and Grammar Grades of the Public Schools, and for Other Purposes." (Would levy tax of 2½% on gross sales price of all distilled liquors, including sales in ABC counties, payable monthly, and subject to rules and penalties in schedule E of Revenue Act. Fund to be expended by State Board of Education to provide free textbooks on effects of alcohol for primary and grammar grades in public schools. Also provides for sale of all confiscated liquor in ABC counties by ABC stores, proceeds to go to same fund.) Introduced by Page. Sent to Committee on Finance.

NOTES AND ANNOUNCEMENTS

HOW MAY ARBOR DAY BE CELEBRATED

By tree planting around the home.

By school and community exercises and plantings.

Plantings by classes, members of which should be assigned to the continuous care of the tree for a year at least.

Plantings by families of students, trees planted bearing the names of families.

Street and highway tree planting.

Park and playground tree planting.

Planting of memorial trees, and of avenues of rememberance.

Improvement of grounds of public institutions by tree planting.

Plantings along unsightly railroad right-of-ways.

Improvement of farm woodlands.

Planting of farm borders and ugly corners.

Planting of idle land.

Planting slopes to prevent erosion.

Planting gullies with rapid-growing species.

Observation and study by clubs, civic organizations, and advanced students of areas of idle land that might be put to work growing trees, of means of protection of seed trees and young growth especially from fire, and of streets, parkways, and empty lots needing care and improvement.

Study of the protection of wild flowers and wild animal life, from woods fires and from other abuse.

Special study of measures to preserve our dogwood and holly.

Planting living Christmas trees.

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GASTONIA GIVES CREDIT FOR PHYSICAL EDUCATION

One unit credit toward graduation is being given for Health and Physical Education by the Gastonia High School, Gastonia, North Carolina. Mrs. Charles D. Whisnant is Director of Physical and Health Education in the Gastonia School and teaches two elective classes with full graduation credit. Excellent work is being done in physical and health education in her classes. Health subjects studied from textbook and readings include: (a) general health problems for girls, (b) social diseases, (c) drugs, narcotics and tobaccos, and (d) posture.

The program of activities includes: (a) swimming, (b) minor team games - badminton, paddle tennis, deck tennis, volley ball, long base and nine court basketball, (c) basketball, (d) dancing: clogging, simple tap and folk, (e) soccer, (f) softball, and (g) archery.

COLUMBUS COUNTY AIR RACE

In order: (1) To stimulate interest in operation of school busses, (2) To promote safety work in the school transportation department, (3) To create friendly competition among the schools, and (4) To encourage economy in operation of school busses, the truck drivers, students, teachers and principals of Columbus County, under the administration of Superintendent H. D. Browning, Jr., have devised a very unique plan. This plan is as follows:

A. Each school has been given a plane, and numbered for each school.

B. Flight progress will be determined by the school trucks average cost per month.

C. For each 20 day operating period, a school whose trucks have an average cost of 5.5¢, or less, per mile will have a plane progress of 400 miles, in the race to Whiteville from the West Coast. Thus, a school whose busses average not more than 5.5¢ per mile in operating cost will have a plane to reach Whiteville, the goal, on April 21st.

D. A school with an average cost of more than 5.5¢ per mile per month will have a plane placed in the flight according to the following deductions for each 1.5¢ cost . . . . . 100 miles deducted for each 1.5¢ above the 5.5¢ average. This will be a cumulative record.

E. Example - Suppose a school, whose plane is numbered 21, has an average cost (all busses) of 5.5¢ per mile for the 1st and 2nd months. On the flight chart, plane 21 will have traveled 800 miles towards the goal - Whiteville. For the 3rd month, the school has an operating cost of 6.5¢ per mile. The progress of the plane at the end of the 3rd month would be 1100 miles from the West Coast instead of 1200.

F. Costs, for purposes of charting, will be computed on the nearest .5 cent.

G. A barbecue picnic will be given all winners at Lake Waccamaw immediately following the close of the term. Winners will include truck drivers, principals and directors of transportation.

H. Each accident will deduct 500 miles from the cumulative progress of the plane at the time of the accident. A cross will be placed on each plane when an accident is reported.

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PUBLICATIONS AVAILABLE TO SUPERINTENDENTS AND LIBRARIES

1. Bound copies of the Biennial Reports of the State Superintendent of Public Instruction from 1908-10 to 1934-36 are available to county and city superintendents and to the libraries of the State.

2. Bound copies of the Publications of the State Superintendent Volumes III, IV, V and VI, are available to public libraries only.

3. A paper bound copy of the Elementary Course of Study, 1930, containing courses for the subjects of Reading, Language Spelling, Health, Elementary Science and Citizenship for the elementary grades may be secured by any school or public library without cost.

Requests for any of these publications should be made to L.H.Jobe, Director of Publications, State Department of Public Instruction, Raleigh, N. C.

PAN AMERICAN DAY

The President of the United States, by Proclamation, has fixed April 14th of each year as Pan American Day, and the people of the country are called upon "To observe the Day with appropriate ceremonies, thereby giving expression to the spirit of continental solidarity and to the sentiments of cordiality and friendly feeling which Government and the people of the United States entertain toward the peoples and Governments of the other Republics of the American Continent."

Pan American Day - the Day of the Americas, commemorates each year the bonds of friendship uniting the twenty-one Republics of the Western Hemisphere. It symbolizes that spirit of mutual helpfulness and cooperation which is the essence of Pan Americanism.

Pan American Day originated in a resolution of the Governing Board of the Pan American Union, composed of the Secretary of State of the United States and the Ambassadors, Ministers and Charges D'Affairs in Washington of the twenty Latin American Republics. The Presidents of all these countries have joined with the President of the United States in issuing proclamations calling for the observance of the Day. April 14th is in a very real sense the Day of the Americas, and affords an excellent opportunity to direct attention to the achievements of each Republic and the united action of all in promoting peace, commerce and friendship in the Western Hemisphere.

Schools, colleges and universities, clubs, civic and commercial associations, and the public generally, observe the Day with appropriate ceremonies. Material for the use of groups and individuals planning to present programs may be secured without cost by addressing the Pan American Union, Washington, D. C.

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MICHIGAN COLLEGE OF MINING AND TECHNOLOGY SCHOLARSHIP

The Michigan College of Mining and Technology, Houghton, Michigan, has announced the 1939 United States scholarship awards. One of these scholarships remitting matriculation fee, $25.00, and tuition fee, $50.00, each year throughout a four-year course, is available for a representative student from North Carolina.

The following regulations should be closely observed by students interested:

1. Selection of candidate rests with State Superintendent of Public Instruction or with the registrar of the college.

2. Student should be in upper half of his class and deserving.

3. One scholarship only, each year, available for State.

4. Unless a student has advanced credit to offer, he should enroll at opening of fall term. Scholarship is effective beginning in school year 1939-40.

5. Transcript of record filled out by high school principal to accompany recommendation made by State Superintendent.

6. Scholarship remits matriculation and tuition fees for regular four-year course.

THE MONTHLY NEWSMAP which was described in the January issue of this BULLETIN has notified this office that beginning with the February issue the price has been increased to $4.00 a year.

EDUCATIONAL HEADLINES — The following headlines, taken from leading newspapers of the State, indicate the type of educational news before the public during recent weeks:

Durham HERALD - Necessary To Reach and Maintain High Standards.

Raleigh NEWS AND OBSERVER - School Pay Boost, 12th Grade Hinge on Budget Study.

Greensboro NEWS - Erwin Urges That Teachers Pay Be Raised to 1929 Level.

Gastonia GAZETTE - Adult Classes In County Increase by 400.

Elizabeth City ADVANCE - Say Money Holding Up the School Program.

Wilmington NEWS - Public School Music Meeting Is Held Here.

Winston-Salem JOURNAL - Supplement Is Requested For Schools.

Asheville CITIZEN-TIMES - Adult Illiteracy Disappearing Here.

Greenville REFLECTOR - Ask More Money For Adult Schools.

Charlotte Observer - Lenoir School Band Wins National Fame.

Asheville TIMES - Education Situation Outlined By Latham In Talk to Optimists.

Salisbury POST - Study Reveals Rank of Rowan in Matter of Teacher Training.

Wilson TIMES - School Folk Concerned About Distribution of the Intangibles Taxes.

Hickory RECORD - P.T.A. Seeking 12 Grades, Aid to N. C. Schools.

Durham HERALD - Negro Graduate Education (Editorial).

Elizabeth City ADVANCE - Windsor Citizens Want School Gym.

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TEXTBOOK ADVISORY COMMITTEE — It has been customary for several years for the State Textbook Commission to appoint a group of superintendents to serve in an advisory capacity. A different group of men has been appointed each year in order to receive suggestions from as many people as possible. A new committee has just been appointed and a meeting is scheduled for February 21. The most important item of business for that meeting will be the formulating of plans for the use of flat rental fees for high school pupils. The new committee is as follows:

Supt. John C. Lockhart, Raleigh, Chairman

Supt. H. Lee Thomas, Carthage	Supt. W. E. Abernethy, Shelby
Supt. J. W. Wilson, Goldsboro	Supt. L. E. Andrews, Lexington
Supt. J. G. Allen, Beaufort	Supt. B. D. Bunn, Oxford
Mr. C. Reid Ross, Lillington	Supt. J. J. Tarlton, Rutherfordton
Supt. C. S. Warren, Lenoir	Supt. B. E. Lohr, Clinton
Supt. M. C. Campbell, Newton	Supt. E. D. Johnson, Monroe
Supt. T. C. Roberson, Asheville	Supt. W. R. Kirkman, Monroe

DRIVE BY NEGROES TO REDUCE ILLITERACY

The North Carolina Negro Adult Education Council, appointed by the Governor, is sponsoring this month an intensive State-wide drive to reduce illiteracy. Through cooperation of State-Aid and WPA teachers, volunteer workers and other interested citizens, the council hopes to teach 100,000 illiterate Negroes to read and write. It is expected that the majority of the illiterates taught during the special drive will later enroll in the already established Community Schools.

Opening the campaign on February 8th, Superintendent Clyde A. Erwin will make a radio address over WPTF, Raleigh.

The drive will be divided into several sections. February 7th to 11th is set aside for "discovery and promotion". On February 12th, Lincoln's birthday, there will be sermons and special services on the "new emancipation". The drive will continue through March 11th.

According to the 1930 census, North Carolina ranked 42nd in percentage of illiteracy. At that time the census showed that one Negro out of every five in the State was illiterate.

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RADIO BROADCASTS

The following radio broadcasts will be of great interest to all schools having a radio. The speaker for each week is an outstanding writer of children's books. A radio bulletin for the use of the teacher in guiding the listeners can be secured from the Association for Arts in Childhood, 70 Fifth Avenue, New York City, for ten cents.

Tales from Far and Near

A literary program sponsored by
American Library Association
National Education Association
National Council of Teachers of English

Produced by

Columbia Broadcasting System
American School of the Air
Fridays, 2:30 P.M., E.S.T.

Story	Author	Speaker	Date
Girls in Africa	Erick Berry	Erick Berry	February 17
The Good Master	Kate Seredy	Kate Seredy	February 24
The Hidden Valley	Laura Benet	Willard Beatty	March 3
The Boy with the Parrot	Elizabeth Coatsworth	Elizabeth Coatsworth	March 10
Shawneen and the Gander	Richard Bennett	Richard Bennett	March 17
Billy Butter	Berta and Elmer Hader	Leonard Covello	March 24
Give a Man a Horse	Charles J. Finger	Ernest Galarza	March 31
Gone Is Gone	Wanda Gag	Fjeril Hess	April 21
Johnny and His Mule	Ellis Credle	May Lamberton Becker	April 28

NOTES FROM THE FIELD

Dare County - To assist the County Superintendent, the Dare County Board of Education has purchased a pick-up truck for the use of the Superintendent in getting over the sand roads in this county. Since the beginning of the session Superintendent R. H. Atkinson has had a regular schedule for visiting schools and gets to each of the schools once a month. Those who know the difficulties of travel in Dare County will understand that this is quite a feat.

Rockwell - With the completion of an addition to the school building during the summer Rockwell now has almost an ideal school plant. There are separate units for high school and elementary and a gymnasium.

The offerings in the high school are quite varied, including Home Economics, Agriculture, Business Education and a special full time teacher for Health and Physical Education.

Siler City - The work in the Siler City High School in Vocational Woodworking illustrates what can be accomplished in a relatively small school. Mr. G. W. Stahl is rendering a very fine service to the two groups of boys enrolled in his department. In addition to meeting the vocational needs of the boys Mr. Stahl has been of unusual service to the school in helping to supply some equipment in the form of chairs, tables and other furniture.

Pink Hill - In working to meet the needs of the Pink Hill School with reference to instructional material and equipment, Principal W. C. Cox has approached the problem in such a way as to secure the wholehearted cooperation of his teachers as well as the people of the community. The method Principal Cox uses is to have a thorough discussion of equipment requirements as outlined in the Handbook for Elementary and High Schools. In this way no equipment is purchased until there is a felt need for it. This not only serves to inform the teachers, but it guarantees a better use of equipment after it is purchased.

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SOAP SCULPTURE COMPETITION

The National Soap Sculpture Committee, 80 East 11th Street, New York, N.Y., has announced its 15th Annual Competition for Small Sculptures in White Soap. This contest will close May 15, 1939.

As in previous competitions, cash prizes totaling $2,000 will be awarded in three groups: ADVANCED AMATEUR, SENIOR, and JUNIOR. A special Group Prize of $100 will be awarded and a plaque will be given to the public, private or parochial school or class entering the best exhibit of soap sculpture in which a group has participated. The pieces in the exhibit are to be related and must make up a unit. (Examples: an Indian village; a farmyard; a group of buildings; a zoo; an aviation field, etc.)

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RALEIGH WPA COMMUNITY SCHOOL

The average daily attendance at the WPA Community School Center in the Montague Building, Raleigh, is 35. Elementary school subjects, Americanization classes, Business English, arithmetic and spelling of high school level, homemaking, typing and shorthand are offered.

Twenty-two students on WPA or NYA projects were promoted during the past year as a result of training received in the Community School. Nine who were unemployed secured jobs, and two have been returned to high school.

SCHOOL HEALTH SERVICE

The Division of School Health Service of the State Board of Health during the biennium ending June 30, 1938, rendered valuable health service to the twenty-seven counties not having full-time Health Departments. Eight nurses visited in the schools of both races, inspected the children and made records of their findings on suitable cards which were made permanent records in the offices of the county superintendents. During this two-year period they inspected a total of 784 schools and 87,255 children. A summary of these school health services follows:

No. children found defective	67,345
No. children having defects:	
Hearing	844
Vision	9,197
Teeth	36,139
Throat	36,856
Breathing	18,724
Posture	9,763
Orthopedic	504
Skin	2,870
Other	24,359
No. children found to be immunized:	
Diphtheria	22,736
Smallpox	23,991
Typhoid Fever	23,067
No. children with tonsils removed	7,306
No. children 10% or more under average weight	18,245
No. children 20% or more over average weight	1,701
No. schools with individual drinking cups or fountains of approved type	375
No. schools with oiled floors	590
No. schools with approved type of toilets for both sexes	454

During the same two-year period in the seventy-three counties will full-time local health departments, a total of 937,827 school children were inspected by physicians or nurses while 171,406 children were given complete physical examinations by physicians.

Dental hygienists inspected a total of 243,563 children. Prophylaxis by dentists or dental hygienists were given to 196,236 children.

In addition to the actual health service features of this work educational aims are being achieved. The old idea that health education consists only of learning a few rules and the fundamentals of the body mechanism, however worthwhile this knowledge may be, has been discarded. It is to be hoped that in the very near future every boy and girl may be given a thorough physical examination and that follow-up work for the correction of their defects may be carried on for those whose parents are able to pay by the parents for indigent children by some existing agency or some new agency.

The present Congress is studying means and methods of improving health service. School administrators are in position to utilize school health services for the advance of both health and education.

HIGH SCHOOL SENIOR EXAMINATION

Dates for giving the High School Senior Examination sponsored by the North Carolina College Conference and the Department of Public Instruction have been announced as follows: February 21 for county systems, excluding New Hanover (Wilmington), March 14 for city systems, including Wilmington. Distribution of examination booklets and materials will be made by Dr. J. Henry Highsmith for the county or rural group and from the Bureau of Educational Research and Service, University of North Carolina, for the city group. The test used this year will not follow subject matter lines as heretofore, so that the difference in dates of administering the test will not be of importance. The committee in charge of the testing program has secured a standard test which will measure the general ability of high school seniors. Separate answer sheets will be used as in last year's testing so that the tests may be machine scored. In this way results can be obtained quickly and submitted to principals well in advance of commencement.

Principals are urged to cooperate fully in carrying out instructions for giving the examination and to return the tests promptly to the Bureau of Educational Research and Service for scoring. Two things especially might be noted:

1. Each principal is to send in the list of seniors in triplicate form. (This is to facilitate quick reporting of results).

2. The College Conference is bearing most of the expense so that all seniors may take the examination. The nominal charge of three cents per senior should not prevent any school from participating.

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SEVENTH GRADE EXAMINATION

Superintendents have already received announcement concerning the seventh grade examination. As was the case last year they are being asked to administer the examination at the close of the seventh month. The examination this year will attempt to measure the general ability of seventh grade pupils and to diagnose reading difficulties. More definite and detailed announcement will be made at the proper time by county and city superintendents.

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HEALTH MATERIALS ANNOTATED BIBLIOGRAPHIES, GRADES 1-6

Six excellent annotated bibliographies of health materials for use of children in grades 1-6 have been prepared by Carolyn Mercer, Educational Consultant, Division of Oral Hygiene, North Carolina State Board of Health.

Teachers will find these bibliographies of material benefit in pointing out to children sources of information written on the level of the intelligence of the pupils in the various grades. The references refer primarily to the basal and supplementary texts now being used in the schools of North Carolina. These bibliographies are available to schools in the counties that cooperate in having Mouth Health Programs. Any teachers in these counties may secure a copy of the bibliography for her grade by writing to the Division of Oral Hygiene, State Board of Health, stating the grade for which the material is desired.

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ONE ROOM SCHOOLS

Statistics for the session 1935-36 show that North Carolina ranks 20th among the states in the number of one-room schools. The number of one-room schools ranges from two in the District of Columbia and fifty-two in Rhode Island to 6,797 and 7,353 in Minnesota and Missouri respectively. North Carolina with 1,168 ranks 20th.

AMERICAN LEGION CONTESTS

STATEWIDE ORATORICAL CONTEST

The American Legion Department of North Carolina will sponsor an Oratorical Contest among high school students of the State of North Carolina, it was recently announced by Burgin Pennell, Department Commander of the American Legion for North Carolina.

The purpose of the contest is to create interest in and respect for the basic principles of our form of government. Therefore, the contest will be centered around the Constitution of the United States of America.

National Awards

The contestants scoring highest in the opinion of the judges in the National Final Contest will be the recipient of a four year college or university scholarship (at the university or college of the winner's choice) in the sum of Four Thousand Dollars ($4,000.00); awarded by the National Organization of the American Legion, this scholarship award being made possible by a gift of $4,000.00 from Eddie Cantor. Said National winning contestant, together with the runners-up in the final National contest, will each receive an engraved wrist watch, awarded by the National Organization.

State Awards

The contestant scoring highest in the opinion of the judges in the final North Carolina contest will be awarded a Gold Medal and $50.00 in cash. The contestant scoring second highest in said State contest will be awarded a Gold Medal and $25.00 in cash. The other runners-up in the State final contest will each receive a Gold Medal.

Finances for National Regional and National Final Contests

After the North Carolina State champion has been selected in the State final contest, said State champion is eligible to participate in the Regional-National contest.

The National Organization of the American Legion will pay the travel costs of said North Carolina State winner as he or she progresses in the National Contest.

In the event the said State winner is a girl, the travel cost incident to a chaperone will be met by the National Organization. The following per diem allowance will be in effect: $5.00 per diem while en route, and $6.00 per diem while at destination.

Rules

1. The North Carolina High School Oratorical Contest will be conducted under the same rules as prescribed for the second annual National High School Oratorical Contest; as prescribed by the National Americanism Commission of the American Legion.

2. Each high school in the Department of North Carolina wishing to enter this contest must be sponsored by a Legion Post in its vicinity.

3. A Legion Post may sponsor as many schools as it desires, but must hold its own elimination contest, conducted according to the rules prescribed by the National Americanism Commission of the American Legion, and certify to Oratorical Contest Chairman Wiley M. Pickens, Lincolnton, N. C., its winning contestant on or before March 18, 1939.

4. Zone Elimination Contests for Post winners will be arranged on a convenient geographical basis by Department Chairman Pickens, immediately following the certification of the Post winners as outlined above.

5. State Final Contest - The time and place of the State final Contest

will be announced by Department Chairman Pickens immediately following the certification of the winners in the Zone Elimination Contest outlined in paragraph four hereof.

6. Age and Eligibility - Any bona fide high school student under nineteen years of age on July 1, 1939 is eligible. A student who has been graduated from high school, and is taking post-graduate work of any kind, shall be deemed not a bona fide high school student, and, therefore, is declared ineligible even though within the age limit. In the case of an educational institution offering collegiate as well as high school courses, only the students in those grades paralleling the public high schools are eligible. Junior college students are not eligible.

7. The Proposed Oration - The proposed oration must be the original efforts of each contestant and must require ten minutes but not more than twelve minutes for delivery. They must deal with the Constitution of the United States. The following subjects are suggested, but the orator may select for his or her prepared oration another topic if he or she desires.

(a) The Wisdom of the American Bill of Rights.
(b) How the Constitution Protects the Rights of Individuals.
(c) Lincoln and the Constitution.

8. The Ex Tempore Oration - At the conclusion of the 10 to 12 minute prepared oration each contestant will be given a slip of paper upon which will be written the phase of the Bill of Rights upon which he or she will base an extemporaneous discussion of "Our Constitutional Guarantees of Personal Liberties."

The time allotted for each contestant for the extemporaneous address is not less than five nor more than six minutes.

The purpose of this feature is to test the orator's knowledge of the subject and the extent of his research.

Each speaker will be allowed to leave the platform at the conclusion of his prepared speech to consider his or her extemporaneous topic. During the period of retirement the contestant must not consult any books or any person. Notes may be made during this period of retirement, but while delivering his or her extemporaneous address, the speaker must not use or have before him or her either notes or reference books.

9. Judges - Each contest shall require the services of not less than three nor more than five judges.

10. Scoring - The manner of scoring and selecting the winner in the Post, Zone Elimination, and the State Final Contests shall conform to the point scoring schedule set forth in the rules prescribed in the pamphlet "Second Annual High School Oratorical Contest" sponsored by National Headquarters of the American Legion.

References — The Department Americanism Commission suggests the use of public and school libraries for reference material.

Time and Place of Regional and National Contests — There will be four Regional Contests and the winner of each Regional Contest will compete in the National Finals. The place of the Regional Contest for the North Carolina winner will be announced not later than April 5, 1939.

The National Finals will be held at Springfield, Ill., April 14, 1939.

Conformity With National Rules — Your attention is again directed to the fact that the Post and Zone Elimination Contests and the State Final Contest will be conducted under the same rules as prescribed for the "Second Annual National High School Oratorical Contest", sponsored by the National Organization of the American Legion.

Inquiries — Any inquiries concerning the contest should be addressed to Wiley M. Pickens, Department Oratorical Contest Chairman, Lincolnton, N. C.

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AMERICAN LEGION ESSAY CONTEST — The North Carolina Department of the American Legion will conduct a Statewide essay contest throughout the high schools of the State this year, it has recently been announced by Henry LeRoy, Chairman of the Contest for the Legion. The subject of the contest is "A Comparison of the Advantages of American Citizenship."

"We appeal to every Legionnaire and every Post to lend immediate and continuing enthusiastic support to the contest. This is your opportunity to do something tangible and worthwhile in the field of Americanism," Mr. LeRoy stated in making the announcement.

The simple rules of the contest are as follows:

Subject: "A Comparison of the Advantages of American Citizenship".

Eligibility: All high school students are eligible.

Prizes: $25.00, $15.00 and $10.00 for first, second and third best essays submitted in the Statewide contests. Districts and Posts are urged to submit additional prizes.

The winning essay will be published in the Legion News.

Rules: 1. All essays shall be limited to one thousand words.

2. Each essay shall be submitted by the pupil (Typewritten and not signed) who will attach to the essay his slip of paper on which will be the pupil's name, school, and address. Essays in each county and city high school shall be submitted prior to April 5, 1939, to the county superintendent of schools, who shall submit to a Board of Judges to be appointed by him.

3. The county superintendent of schools shall forward at once the winning essay in his county direct to Clyde A. Erwin, State Superintendent of Public Instruction, Raleigh, N. C., who will submit such essays to a final Board of Judges to be selected by Mr. Erwin, and Department Commander Burgin Pennell, which board of judges will announce the prize winners prior to April 30, 1939. The decision of the Board of Judges will be final.

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GLEN HOPE BIRD STUDY — The February issue of "Young Wings", published by the Junior Literary Guild, carries an account of a unit of study on Birds of North Carolina which was developed by the seventh grade in the Glen Hope School at Burlington. In connection with their study of birds the pupils prepared an exhibit of bird nests and pupil-made bird houses which is outstanding in many respects. The article is illustrated with photographs of the exhibit. The publication, "Young Wings", receives national circulation.

NORTH CAROLINA STATE MUSEUM

POISONOUS SNAKES OF NORTH CAROLINA

There are six distinct species of poisonous snakes which occur in the geographic area of North Carolina.

Pit Vipers

Five of these, three Rattlers and two Moccasins, belong to the Pit Viper Group (Family Crotalidae) which are characterized by a pit or hollow in each side of the head between the eye and nostril. Also the plates or scales under their tails are mostly not in pairs and their heads are triangular in shape, flat, and much broader than their necks.

In addition to small holding teeth, each of these five Pit Vipers have curved hypodermic-like teeth (fangs) one in each side of their upper jaws. These teeth fold down into gum tissues when the mouth is closed, but when the snake strikes with open mouth these are erected and driven into the intended victim. At the base of each fang is a poison (venom) sac from which venom is forced through the tooth into the punctures or wounds. These fangs may be broken out but replacements soon come out unless parts of the jaw are taken out also. If the latter is done, the snake cannot kill its food and eat naturally.

Rattles

The three Rattlers are further characterized by having horny rattles on their tail tips. Their age cannot be told by the number of rattles. The rattles are remnants of shed skins, and the snakes shed from two to four times during each warm season, depending upon food conditions and growth. These rattles are loosely attached and are frequently torn loose and lost.

1. The Pigmy, Dwarf, or Ground Rattler (Sistrurus miliarius) is found in the southeastern sections of this State and southwards. It may reach a length of 18 inches. Its color is ashy-gray, with a series of irregular large black blotches on the back, with some reddish color near the neck. Its tail is relatively longer than in the other rattlers.

2. The Diamond-back Rattler (Crotalus adamanteus) likewise is found in the southeastern sections of North Carolina and southward. This is our largest species of snake, reaching a length of six feet or more. The color is olive-gray to brown with a chain of yellow-edged, diamond-shaped, black markings down the back.

3. The Banded or Timber Rattler (Crotalus horridus) is found widely distributed over the United States and occurs in remote sections of both mountains and swamp lands of North Carolina. The color varies widely, the ground color from yellow to brown to olive and black, with darker cross bands or blotches. Black specimens are usually males from our mountains. The Banded Rattler which has a pinkish color is found in eastern North Carolina and southwards. This is now recognized as a sub-species, as the Cane-brake Rattler.

4. Of the two moccasins we have which belong to the Pit Viper Group - Family Crotalidae - the largest is known variously as Water Moccasin, Cotton-mouth Moccasin and Swamp Lion (Agkistrodon piscivorus). This species reaches a length of four feet, and lives in swampy regions of eastern North Carolina and southwards. This is a large heavy snake of dull olive or brownish above and paler sides. There are indistinct wide blackish cross bands. The lips are yellowish and inside the mouth whitish, hence the name Cotton-mouth. These should not be confused with our common water snakes.

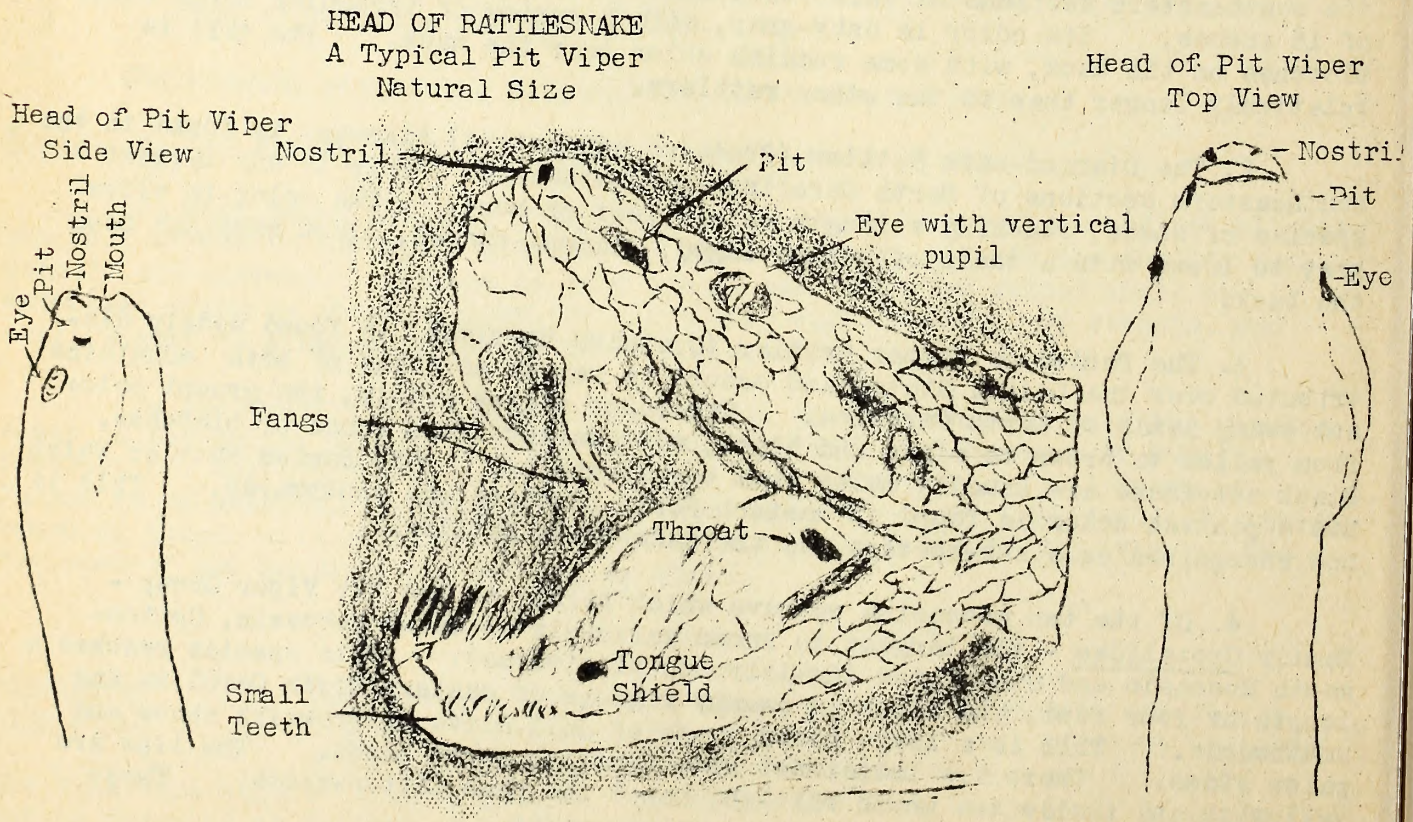
5. One other moccasin of the Pit Viper Group is variously known as Copperhead, Pilot Snake, Rattler's Pilot, Chunkhead, White Oak, Red Oak, Poplar Leaf and Highland Moccasin (Agkistrodon mokasen). Like the Banded Rattler, this species is widely distributed over eastern and central United States. Where the Rattlers are killed out quickly in settled communities, this species persists, and for this reason is perhaps our most dangerous snake.

This moccasin reaches a length of four feet and is more slender than the other Pit Vipers. The color is a copper or hazel brown with rough hour-glass patterns made by crossbands of rich chestnut brown.

6. Our last poisonous species is the Harlequin or Coral Snake (Micrurus fulvius). This snake is allied to the Old World Cobras and has a different venom from that of our Moccasins and Rattlers. It is found as a burrowing snake up to about 30 inches long in southeastern North Carolina. This species is colorful having broad crossbands of deep scarlet and of blue-black, separated by narrow bands of yellow on the body. The head is small and rounded with a black snout and a wide band of yellow across its middle. The tail is yellow and black banded, with no red. Their fangs are shorter than those of the Pit Vipers and remain permanently erect.

The danger is that this species might be confused with some of our similarly colorful harmless species. If one carelessly handles and is bitten by a Coral Snake, he may look for serious trouble. Its venom is far more toxic than that of the Pit Vipers and the same antivenim is not effective.

The North Carolina State Museum endeavors to show both live and mounted specimens of our poisonous and harmless snakes so that all may come to distinguish those which are DANGEROUS from those which are harmless or even beneficial.



ADVENTURE STORIES FOR BOYS

Calahan. Back to Treasure Island. Vanguard Press. $2.00.
A continuation of Stevenson's story told in a style imitative of him by a man who knows all about sailing. A good pirate and treasure story which will be responsibile for many a rereading of Treasure Island itself.

Ellsberg. Spanish Ingots. Dodd. $2.00
Tells the tale of the adventures which befell Philip Ramsay and his men after they had raised the sunken treasure of the Santa Cruz. The details of an almost fatal submarine trip and of the work of the divers from the pig boat are given fully. Takes the reader into the mechanical wonderland of the modern submarine.

Finger. A Dog at His Heel. Winston. $2.00.
A tale of adventure and daring for older boys. There is a sweep of great distances and the flavor of far-off and unfamiliar life in the story of Jock, the shepherd dog, and the men who were drawn together because of him. The scene shifts from Australia to South Africa and to Argentina but the fine relationship of trust and understanding between master and dog never varies.

Fleming. Talking Drums. Doubleday. $2.00.
Building a railroad in West Africa is complicated by the superstitions of the native workmen. The superintendent's son, with his education and interests in music, tried to discover the connection between messages sent by the native drums and an epidemic of sleeping sickness. For the junior high school boy.

Lewis. China Quest. Winston. $2.00.
Red Stuart, just graduated from high school, accompanies his parents to China and during the next few years finds life in that ancient country much to his liking. On business for his father's firm, he travels into the interior, makes friends with a Chinese youth, and meets Young Fu of an earlier story. A narrative full of adventurous episodes and interesting information. For junior and senior high school age.

Masefield. Bird of Dawning. Macmillan. $2.50.
Relates the story of a race between tea-clippers in the China trade fifty or sixty years ago and tells how the fortune of the sea took away the chance of one ship and gave it unexpectedly to another almost within sight of the winning post, the cliffs of Dover. An exceptionally good sea story.

Meader. Who Rides in the Dark? Harcourt. $2.00.
Laid in New Hampshire, this story for older boys pictures the hazards of travel and transportation in the early 1800's. In it young Dan Drew, with his way to make in the world, finds a good friend in Silas Penny, driver of a freighter; later as stable boy at Bassett's inn, he renders real service by helping to identify and capture a band of highwaymen known as the Stringers.

Nordhoff and Hall. The Hurricane. Little. $2.50.
This story of Polynesian life is told from the point of view of Dr. Kersaint, the French medical officer of the Islands. The climax of the tale, of course, overpowering hurricane during the course of which acts of heroism are performed, and many strange events occur.

LAWS, RULINGS AND OPINIONS

AUXILIARY SCHOOL BUSSES

Question: Several school districts are planning to buy motor vehicles for use in their schools other than for the transportation of children to and from school. It will not be purchased by tax funds, but rather from monies made by and through the schools from plays, from lunch room profits, and possibly some donations. To what extent will the school be liable for damage to property or life, and in whose name should the title to such property be vested so as to avoid person liability?

Answer: Your letter of January 20th, enclosing letter from _____, Superintendent of the _____ County Schools, is acknowledged. Mr. _____ inquires whether school districts may obtain motor vehicles for use in their schools other than for the transportation of children to and from schools. These vehicles would not be purchased from tax funds but by money obtained from school plays, lunch room profits, and private donations, and would be used for the transportation of school children to plays, athletic contests and other activities which do not come within the scope of the compulsory eight months school term.

The School Machinery Act limits the use of school busses to the transportation of children to and from school for the regularly organized school day. This is the extent of the State's responsibility under the school law, and it seems proper to limit the use of the school busses to such regular transportation of school children.

The type of bus concerning which inquiry is made is to provide transportation for school activities, athletic and otherwise. This is properly a local matter, and I am informed that there are a number of schools which have such a motor vehicle. The title should be vested in the County Board of Education, which should make provision for the safe operation of this school bus. It would also be well to paint the bus a different color and provide some marking to indicate that it was not a regular school bus. It would be desirable to place public liability insurance on this bus, which could be done through the County Board of Education in such a way as to reduce the cost. There would be no individual responsibility on members of the school committee or the County Board of Education as long as they exercised good faith in the selection of a driver and did not direct any use of the bus which would involve unusual danger. Of course, it is understood that the operation of the bus would have to be at the expense of the local school. The State's obligation is to furnish busses for the transportation of children to and from school, and nothing else.

If such a bus were given to the County Board of Education and used only in the regular transportation of school children to and from school, it could be brought under the same rules and exemptions as apply to regular school busses. But there would be no reason to provide such a bus unless it was intended to use it for other activities. When used for these activities which are not part of regular transportation to and from school, the limitations on liability attaching to regular school busses would not apply. Our Supreme Court has held, however, that members of a school committee or school board would not be responsible for the negligent driving of a school bus unless bad faith or malice was present in the selection of the driver. This practically makes members of school committees and school boards immune from liability. However, the driver himself would be liable for negligence and it would be well to insure against such liability. - Attorney General, January 23, 1939.

ACCIDENT

I was in health when I arose
And all the world seemed fair,
But strangely no man living knows
How near are pain and care,
Nor just what trifle shall dispose
Of joys he plans to share.

Quitting my room I should have said
A carefree man am I,
With breakfast done I'll bush ahead
With men who sell and buy,
There is no danger near to dread,
Nor grief to cause a sigh.

But as I trod the bottom stair
I felt a twinge of pain,
Disaster caught me unaware,
And all my pains were in vain,
I fell - now in an easy chair
I nurse an ankle strain.

I was a well man when I rose,
And viewed the coming day
As wholly mine from dawn to close,
But here at home I stay,
Which only proves that no man knows
His fate one hour away.

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NORTH CAROLINA
STATE LIBRARY

VOLUME III NUMBER 7

MARCH, 1939

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

NORTH CAROLINA
STATE LIBRARY

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

March 14, 1939

To Superintendents, Principals and Teachers:

It is very appropriate that we should combine with the spirit of May Day planned and carefully directed activities designed to stimulate and promote interest in the health and physical welfare of our school children. May Day festivities throughout the ages have been dedicated to joyous health and happiness. Every day should be considered child health day. However, it is fitting that one day in each year be especially designated as Child Health Day. May Day may well serve the purposes of renewing our energies towards the attainment of health, the first objective of education. May Day celebrations furnish excellent opportunities for evaluating the health and physical education activities and for making plans for future development of this program through the cooperation of the school and local agencies that are concerned with personal and community health.

May I call your attention to a comparatively recent trend in physical education programs as exemplified in the organization of Play Days designed in a measure to replace excessive inter-school competition with activities of a social nature, emphasizing sport for sport's sake rather than to win. The Play Day may be a part of the celebration of Child Health Day or May Day as sponsored by the Office of Education, United States Department of the Interior.

Suggestions for Play Day programs have been prepared by Charles E. Spencer, our Adviser in Health and Physical Education and are included in this Bulletin. I sincerely hope that many of our schools will find an opportunity to organize Play Days of a similar nature.

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

N O R T H C A R O L I N A

P U B L I C S C H O O L B U L L E T I N

Volume III. March, 1939 Number 7

Issued monthly by the State Superintendent of Public Instruction, Raleigh, N. C.

Quotation: What greater gift or better can we offer to the State than if we teach and train up youth? - Cicero.

EDITORIAL COMMENT

GUEST EDITORIALS — We are reproducing below editorials from two of the school papers of the State. The first is from THE SPOTLIGHT, issued by the Oxford Orphanage High School and the second is from CLEARMONT ECHOES, published by the Journalism Class of the Clearmont High School, Yancey County.

Tomorrow is Too Late — Now is the time for every citizen of the school to be thinking of the opportunities that one gets today. There are many of us who do not realize how many opportunities and advantages we let slip by, nor do we realize how much better our opportunities are than the ones we had in the past. We today have more and better chances than the ones before us.

If we will stop and think about it, we will find that the future holds a lot for us. During the past the people didn't live in the way we live, which kept them from having the advantages that we have. We do not know whether they realized their opportunities or let them slip by, but we do know that they must have done their best in order to let us live as we do today.

Some pupils do not understand why we have certain subjects in high school today. They do not realize that it is only one of the advantages that come to us that did not come to schools long ago. Tomorrow would be too late to understand the importance of the subjects that we get in our education. Now is the time for us to seize the opportunities that we meet up with and not tomorrow.

Today is your day and everybody's day and now is the only chance of taking our opportunities. So try to take advantage of them. We may not understand what our part in life signifies, but we are here to do our part and now is the time and not tomorrow. Tomorrow is too late. - C.P.

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School Spirit — An essential part of a successful school is school spirit. "Play Fair", is a rule of the game of life; "Have School Spirit" is a rule in the game of education. There are rules for school just as there are for other games, and these rules must be observed and carried out, or there will be much confusion.

You should believe in your school. With this belief you will be inspired to do your best. Faith is contagious, and probably your belief will help someone else to have school spirit. If you believe in your school, you should strive for its success in such a way that others may see your progress. Cooperation is necessary for school spirit. Students should show school spirit in their willingness to cooperate.

When accused of not having school spirit, some students excuse themselves by saying, "Why should I have school spirit? What spirit I would show would be of little significance to the progress of school." But this is not the attitude to take. You should feel that you are a part of the school and do your part to develop its activities.

What if everybody took this attitude? Where would our school spirit be? It would be lost somewhere in the background. Fortunately, there are a few who take a different view of school spirit. They strive onward with a progressive motto. If we would all take this attitude, I feel sure our school would attain the heights of success.

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NEW TYPE HONOR ROLL

In a number of schools throughout the State a new type honor roll, called the citizenship honor roll, is being tried out. Under the rules of the scholarship honor roll a student must make a certain grade average on a majority of the subjects taken. Manifestly only certain students could ever make this roll. The new type honor roll sets up certain requirements, which may be met by every student. It is felt by many that this new type of honor roll will not lessen high scholarship, but on the other hand that it will result in higher scholarship.

The requirements to be met by students in the Hoke County High School, Raeford, in making the Citizenship Honor Roll, are given below as an example of this new type honor roll.

A Good Citizen:

1. Is quiet and orderly in the classroom, halls, library and auditorium.
2. Is honest, loyal, trustworthy, and cooperative.
3. Is thoughtful and respectful of the rights of others.
4. Is careful of school property (books, building, furniture, and grounds).
5. Is obedient to authority.
6. Is thrifty and punctual in doing his best with home-work and other things he is responsible for.
7. Is neat in appearance and work.
8. Is regular and punctual in school attendance.

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NOTICE TO TEACHERS

Some teachers have formed the habit of telling their pupils to write for certain publications and materials from this and other departments. There are sometimes 30 or 40 cards and letters from a class of children in the same room or school. A reply to each of these requests not only means unnecessary postage, but a drain on the material made available. Teachers and principals are requested, therefore, to write in person for whatever material is desired, and to limit the number of each kind of material wanted to a minimum. This procedure will enable the various departments to make a broader distribution of available material.

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NEGRO TEACHERS JOIN DRIVE TO REDUCE ILLITERACY

This BULLETIN wishes to commend the 3,000 Negro public school teachers, in 70 counties in the State, who are now participating in the month's special campaign to reduce adult Negro illiteracy. These teachers are each giving a minimum of eight hours service. It is the hope that a majority of the men and women reached by volunteer teachers will then enroll in Community Schools so that they may become functionally literate.

LEGISLATIVE

ADDITIONAL BILLS ON EDUCATION INTRODUCED

In addition to those listed in the February number of the BULLETIN, the following public bills relating to education have been introduced at this session of the General Assembly:

HB167. "To Effect Certain Changes in the State School Law". (Would make following changes in school laws: (1) Increase compulsory attendance age from 14 to 16. (2) Require school busses not to carry more than can be seated. (3) Require teachers to be paid in 12 monthly installments. (4) Reduce amount per teacher now paid to principals by 50%. (5) Set up Commission of 10 appointed by Governor to study curriculum, and report to next Assembly, with purpose of reorganization to give more emphasis to vocational education and to an understanding of the students' local community, county, and State. Introduced by Mallison. Sent to Committee on Education.

SB105. "To Further Promote the Safety of School Children". (Would require driver of school bus when taking on children to bring bus to complete stop on right margin of road, stand in place visible to oncoming traffic, and stop such traffic with flag or other signal until children mount. When unloading, would require driver to come to complete stop, dismount, and escort children to side of road upon which each lives. Violation to be a misdemeanor.) Introduced by Bowers. Sent to Committee on Education.

HB293. "To Amend Chapter 242 of the Public Laws of 1937, Providing Educational Advantages in State Institutions to World War Orphans." (Would amend law to extend provisions for free tuition to World War orphans to include children of veterans who have died as a result of injuries, wounds or other illness contracted during World War service.) Introduced by Ritch and Alexander. Sent to Committee on Education.

HB312. "To Amend Chapter 169, of the Public Laws of 1937, Relative to the Duties of the State Textbook Commission." (Would add to duties of Commission that of buying, selling or renting library books in public schools, to be chosen from list prepared by State Superintendent of Public Instruction, with approval of State Board of Education, and to place them in schools designated by the State Textbook Commission - such books to be purchased in accordance with the rules of the State Board of Education.) Introduced by Cherry and Johnston of Ashe. Sent to Committee on Education.

HB365. "To Amend Section 5730 of the Consolidated Statutes as to Adoption of Basal Textbooks for Use in the Public Schools of the State." (Would amend C.S. 5730, relative to the adoption of textbooks by State Board of Education, to provide that Board may adopt not exceeding three basal books on subject of North Carolina history, and, that if such multiple adoption is made, Board to prescribe rules and regulations as to use of such books in the public schools.) Introduced by Cherry and Johnston. Sent to Committee on Education.

HB388. "To Provide Better Educational Advantages for the Indians of Eastern North Carolina." (Would establish normal school for Indians in Eastern North Carolina, outside of Robeson County. State Superintendent of Public Instruction to select site, to appoint biennially 5 trustees, 2 of whom must be Indians, and to approve trustees hiring teachers and fixing salary. Would appropriate from State public school funds: $4,000 to secure site, erect and equip building; $2,000 for teachers salaries; and $400 for other expenses.) Introduced by Barefoot. Sent to Committee on Education.

HB486. "To Enable Worthy Students to Attend the University of North Carolina and the Other Institutions of Higher Learning of this State." (Would permit needy student in upper 1/3 of class, who has attended N. C. high school for 2 years to give notes for 1/2 of expenses, not exceeding $200 - notes to be endorsed by N. C. citizens, and Clerk of Court to certify net worth of endorser twice amount of note. Colleges accepting notes authorized to issue certificates of indebtedness against such notes and obligate themselves to retire said certificates 90 days after maturity of notes pledged as security.) Introduced by Tompkins. Sent to Committee on Appropriations.

SB220. "To Amend Section 5475 of the Consolidated Statutes Relating to Caring for Sanitation of Schools and School Grounds." (Would require County Boards of Education and city governing bodies to keep all sanitary facilities of schools in good condition, according to rules and regulations to be prepared by State Board of Health with approval of State Superintendent of Public Instruction. State Board of Health would rate sanitary facilities of all schools and make report to State Superintendent who would give notice to schools with dangerous facilities and publish names of those not complying with law. Failure on part of county or city bodies to comply with act would be a misdemeanor punishable by fine or imprisonment, or both.) Introduced by Long. Sent to Committee on Public Health.

HB536. "An Act Fixing the Commissions to be Charged by Persons Giving Entertainments for the Public and Where an Admission Fee is Charged and Where Public School Property is Used for Such Purpose." (Would do as title indicates, fixing 50% of gross receipts as maximum share of person giving entertainment, with power in Board of Education to modify amount, relative to entertainments given by religious, educational, charitable or civic organizations raising funds in public interest. Act not to apply to school or property owned or operated by State or by board of trustees, but to apply only to property under control and supervision of the several boards of education.) Introduced by Payne. Sent to Committee on Education.

HB582. "To Provide Old Age Security for Old and Incapacitated Teachers, to Provide for the Creation of a Retirement Fund Through the Joint Contributions of Employers and Employees, and to Provide Machinery for the Proper Administration of This Law." (Would establish Retirement System, as of August 1 (but no retirement or payments for 1 year), covering all teachers and full-time employees of public schools, State educational institutions, and State Department of Public Instruction. Would provide retirement allowances consisting of: (1) annuities from fund to be raised by 5% deductions from salaries of members and (2) pensions from fund to be raised by employer - contribution from State and local funds, starting with amount equal to 5.85% of salaries; future rate to be fixed on basis of liabilities of system as shown by actuarial valuation. Retirement would be voluntary after 60 and compulsory after 65 and 70, except under certain conditions. Also provides for disability retirement benefits, after 10 years service, on certification by Medical Board; for re-examination and adjustment of compensation or restoration to service; and for return of accumulated contributions to teachers leaving service or to heirs of those dying before retirement. Management of System and Funds would be under Board of Trustees consisting of Attorney General and Insurance Commissioner, ex officio, and three teachers and four others appointed by Governor and confirmed by Senate. Management of funds would be subject to restrictions in N. C. Laws on domestic life insurance companies, and five votes would be necessary to decision by Board. Also provides for Secretary-Treasurer and for Actuary to advise and help work out tables and rates; to value assets and liabilities of Fund annually; and to make investigation, in 1941 and at least once every 5 years thereafter, into mortality service, and compensation experience, on basis of which Board would adopt necessary mortality

tables, and fix and certify rates payable by State on account of new entrants. Provides for five separate funds - Annuity Savings, Annuity Reserve, Pension Accumulation, Pension Reserve, and Expense - and for mechanics of collecting, managing, safeguarding, and disbursing each, and appropriates $15,000 from State public school fund to organize and establish system. Teachers given several options as to election to receive lump sum payment, retirement allowance for life, or lump sum and reduced retirement allowance, with other provisions as to payment of any balance remaining after death to legal representatives. Also provides for increased monthly contributions or single payments to purchase additional annuities or to replace withdrawals from accounts. And moneys in Fund and payments to members would be exempt from state or municipal tax and from levy and sale, garnishment, attachment, or any other reason.) Introduced by Bryant and others. Sent to Committee on Appropriations.

NOTES AND ANNOUNCEMENTS

"SCHOOL FACTS" FOR FEBRUARY

"The Cost of Public Education" is the title of the February number of STATE SCHOOL FACTS, monthly publication of the State Superintendent of Public Instruction. This number of that paper "shows the expenditures for public education for a number of recent years, both by objects and items; and analyzes both the sources of funds and expense of current operation of the schools for the year 1937-38."

A chart, showing graphically the source and expenditure of the current expense school dollar, is also presented by SCHOOL FACTS. According to this chart, the State provides 83.5 cents and the local units 16.5 cents of each dollar expended for current expense purposes. SCHOOL FACTS shows that the percentage of funds from both State and local funds come from the following sources:

24.6%	from income taxes
24.0%	from sales taxes
17.1%	from franchise taxes
5.5%	from licenses
4.6%	from inheritance taxes
3.3%	from beverage taxes
3.3%	from non-tax revenues
1.1%	from gift and intangible taxes
83.5%	from State Funds
4.9%	from county ad valorem taxes
4.5%	from district ad valorem taxes
2.7%	from fines, forfeitures and penalties
4.4%	from poll and dog taxes, interest tuition and donations
16.5%	from local funds

The total current expenditures of $29,151,401.68 went for the following objects:

77.4%	for instructional service
9.2%	for auxiliary agencies (mostly transportation)
4.8%	for operation of plant
4.1%	for maintenance of plant
3.0%	for general control
1.5%	for fixed charges

REGIONAL CONFERENCE ON ADULT EDUCATION COLUMBIA, S. C. - APRIL 2-5

The second Southeastern Regional Conference on Adult Education will be held at Hotel Columbia, Columbia, South Carolina, April 2-5. This conference is under the auspices of the American Association for Adult Education and a committee on organization appointed at the first regional conference. Members of this committee are: R. M. Grumman, Director Extension Division, University of North Carolina, Chairman; Mrs. Elizabeth C. Morriss, State Director of Adult Education WPA and State Department of Public Instruction; and Dr. Roben J. Maaske, Professor of Education, University of North Carolina. Working with this committee is a local committee, of which Miss Wil Lou Gray is Chairman.

Clyde A. Erwin, State Superintendent of Public Instruction, will participate in a panel discussion at the conference on Tuesday morning. "Adjustments necessary in programs of adult education in the South to aid in solving the social and economic problems" will be the subject of the panel.

Among the other well-known educational leaders who will take part in the programs are:

Dr. J. W. Studebaker, Commissioner of Education, Washington, D. C.; Dr. Morse A. Cartwright, Executive Secretary, American Association for Adult Education, Washington; Dr. Wilson Gee, Professor of Rural Social Economics, University of Virginia; Dr. Walter J. Cocking, Dean, College of Education, University of Georgia; Dr. Lee M. Brooks, Professor Social Science, University of North Carolina; Dr. M. S. Robertson, Director of Adult Education, Louisiana; Sidney B. Hall, State Superintendent of Public Instruction, Virginia; Dr. Esther Cole Franklin, Associate in Social Studies, American Association of University Women, Washington; and James H. Hope, State Superintendent of Public Instruction, South Carolina.

The culminating feature of the Conference on Tuesday afternoon and Wednesday morning will be a tour of the world-famous South Carolina gardens, Magnolia, Middleton, and others. Anyone wishing further information about the Regional Conference may write Mr. Grumman at Chapel Hill or Mrs. Morriss in Raleigh.

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$25 CASH FOR BEST COUNTY PICTORIAL MAP

For the best County Pictorial Map of any county (except Iredell, which was prize winner last year) in North Carolina, the Garden Club of North Carolina offers a prize of $25 in cash. Any individual or group of individuals may submit a map. Garden Club membership is not required. The Garden Club Map, "A Map of North Carolina for Nature Lovers", is a splendid example to study. Only requisite is that the map must be authentic; no mythical or traditional things or places should be recorded. Send maps to Mrs. H. R. Totten, Chapel Hill, N. C., by April 1, 1939.

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STUDY GUIDES AVAILABLE

Study guides are now available from the Office of Education radio programs entitled, "Wings for the Martins". These study guides are based upon each of the broadcasts. The leaflets are free upon request and they give material and suggestions that should prove useful to listeners as well as to discussion groups interested in the subjects presented. The broadcasts may be heard over NBC every Wednesday evening at 9:30 EST.

COLORADO SCHOOL OF MINES SCHOLARSHIP

The Colorado School of Mines offers for the academic year 1939-40 one undergraduate scholarship to North Carolina upon the proper recommendation of the State Superintendent of Public Instruction.

This scholarship exempts the holder from the payment of laboratory and tuition fees, but does not include exemptions from matriculation, graduation, student fees and certain fees in geophysics. A scholarship holder is required to make all deposits. The scholarship does not apply to Field and Summer School courses.

The value of the exemptions from tuition and laboratory fees will average approximately $300 per year. This scholarship makes no provision for living or other personal expenses.

The scholarship may remain effective for a maximum period of four years provided the student maintains a satisfactory scholastic standing and complies with the rules and regulations of the school.

The School of Mines offers courses leading to degrees in mining engineering, metallurgical engineering, geological engineering, and petroleum engineering. Elective courses are also offered in fuel engineering, geophysics, and the production and utilization of cements, refractories, clays and other non-metallic minerals.

In order to qualify for the scholarship offered the applicant must fulfill the following requirements:

1. He must receive the recommendation of his Superintendent of Public Instruction. No appointment will be made without such recommendation. This recommendation should be addressed to the President's office, Colorado School of Mines, and must be received by August first.

2. The applicant must satisfy the Colorado School of Mines entrance requirements as specified in the catalog.

3. He must show a scholastic standing in the upper tenth of his high school, preparatory or college classes.

4. He must be a new student or a student now in attendance at the School of Mines at the time of application for the scholarship.

5. He must be a bona fide resident of the State from which he is recommended for the scholarship.

Students who have had several years of college work as well as those who have recently completed their secondary or preparatory education are eligible for the scholarship, provided all other conditions are met.

Applicants should be vigorous, both mentally and physically, and should possess character, courage, energy, determination, and the ability to think clearly. Specifically, they should possess an aptitude for engineering.

A graduate of an accredited high school will be admitted without examination upon presentation of proper credentials from the principal of the high school, provided he has met other requirements specified.

STUDENT VISITATION DAY IN SEABOARD HIGH SCHOOL

The following article sent to us by Miss Bert McCrummen, Student Council Adviser, Seaboard High School, seems so interesting and worthwhile that it is deemed wise to carry it in full in this number of the BULLETIN:

The Student Organization of Seaboard High School sponsored a Student Visitation Day, the purpose of which was to promote a more friendly relationship among the schools of Northampton County, to discuss school problems, and to stimulate the understanding of youths' modern issues.

The idea of visitation day was brought to the attention of the Student Council by the principal. The Council, under supervision, devised plans and made preparations for making the idea a realization. Through the efforts of the members of the Council, a program was made dealing with topics that were of vital interest to students of any school. Every phase of activity was discussed in order to give each school an opportunity to learn what was being done and to carry back to each school new ideas about art, music, health, drama, student organizations, discipline, social activity and publicity. The whole program was intended to improve the general educational welfare of students and to set up a more friendly spirit among students.

Every school in the county manifested its interest by sending three students and a faculty member, and several students and visitors were present from Halifax County Schools and Emporia, Virginia.

There was a morning and afternoon session which ended with an open forum discussion.

The following program was conducted with all the schools of the county participating - Seaboard, Woodland, Rich Square, Severn, Conway, Gaston, Jackson and Halifax County and Emporia, Virginia:

Presenting the High School Problems
Inter-School Relationships
Student Organizations
Discipline in the High School
Art Clubs
Glee Clubs
Dramatic Art
The Place of Athletics in School

The most valuable and significant part of the meeting was the open forum held at the end of the morning and afternoon sessions. The splendid manner in which high school students voluntarily took part in the discussions proved there was a keen sense of interest and seriousness in an effort to solve youths' problem for the best welfare. There was no hesitancy on the part of the representatives; questions were asked and answered rapidly with the greatest amount of freedom and poise, demonstrating a consciousness and readiness to grasp new opportunities and to promote a better educational system in Northampton County on the part of high school students.

At the noon hour a luncheon was given by the student body in honor of the visiting students and teachers. Food for the dinner was given by the members of each class in Seaboard School and the menu was planned by the Social chairman of the Student Council.

Visitation Day was truly an experiment and as a result of much interest being shown by students and teachers, plans have been made for another meeting of the same nature to be held in the Spring.

KNOW YOUR SCHOOLS

"Know What Modern Elementary Schools are Doing" and "Know Your School Child" are titles of two new discussion outlines now available from the Office of Education as long as the supply lasts. These outlines are planned for study use and contain information, questions for discussion and investigation and a bibliography. The former one was prepared by Helen K. Mackintosh, Specialist in Elementary Education, and the latter by Mary Dabney Davis, Specialist in Nursery Kindergarten-Primary Education.

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NORTH CAROLINA MATERIAL

"Suggestions for North Carolina Material" is the title of a 5-page mimeographed bulletin recently issued by the Division of Instructional Service, Department of Public Instruction. Teachers of North Carolina history may secure a copy of this bulletin upon application.

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CONSERVATION WEEK, APRIL 2-8

The week of April 2-8, 1939, has been designated by the Educational Conservation Society as American Conservation Week. Debates, essay and poster contests, plays, assembly exercises, conservation talks illustrated with motion pictures or slides, dedication of school gardens or forests, parks, sanctuaries, as well as special lectures by the teacher in the class room would be appropriate.

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PRISONERS ENROLL IN ADULT EDUCATION CLASSES

One thousand prisoners, most of them under 30 years of age, are now enrolled in WPA and State-Aid Adult Education classes. What do these young men think of adult education? Will this second chance at learning help them make a new start when they get out of prison? An adult student at the prison camp near Elizabeth City recently made this statement:

"Within thirteen days I will return to society to start a new life. It is my strongest desire to make amends to society for the wrong I have done. I am affected deeply by the remarks Professor Clark made to us at the Prison Camp, 'That I am going to be somebody and that I am going to help somebody else to be somebody'. My plans for being somebody and helping somebody else for being somebody are as follows: First, I am going to be a law abiding citizen. Second, I am going to attend church and Sunday School every Sunday. Third, I am going to attend day school. Above all I am going to make a man of myself. Adult education has helped me and I am going to strive to reach that goal in the future. I have almost paid the debt I owe to society and I am now ready to return to start a new life.

"Will you, the members of society, help me by giving me just a fair chance?"

This prisoner is now free. He has already written for information about the nearest adult education center. He will doubtless be enrolled before this account is printed.

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WPA FIRST AID COURSES

Standard First Aid certificates have been given 1,554 men and women in North Carolina who have completed the First Aid courses conducted by the WPA Education Division in collaboration with the American Red Cross and WPA Safety Division. These courses have been held in 81 counties in the State.

NATIONAL PEACE POSTER CONTEST

The 4th Annual Peace Poster Contest, which offers numerous prizes, including cash, scholarships, books, subscriptions, and other considerations valued at over $525.00 has recently been announced by the National Circulating Library of Original Peace Posters. The announcement also applies to the 1940 contest.

Prizes are offered in three groups: Group I, grades 7, 8, 9; Group II, grades 10, 11, 12; and Group III, grades above high school. First, second and third prizes, ranging from $10 to $20, are offered in each group. Scholarship and other valuable considerations are also offered.

"World Peace", with special emphasis on "The Road to Peace" via political, economic and religious paths, is the poster subject. The contest closes May 1st.

General instructions and other information concerning this contest may be obtained from Nancy J. Babb, 140 N. 15th Street, Philadelphia, Pa.

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BIENNIAL REPORT - PART I 1936-38

Part I of the Biennial Report of the State Superintendent of Public Instruction has been mailed to county and city superintendents and to libraries of high schools. This new report departs in content and make-up from the usual report in that it contains a number of pictures depicting the work of the schools.

Getting this report together has required the combined efforts of a good many school people, beginning with the teacher who every day checks her register and ending with the staff members of the Department of Public Instruction who compile the information by the county and city superintendents. The pictures used were chosen from a number submitted by the superintendents. They represent both rural and city situations in many parts of the State.

It is regretted that the supply of this publication is not sufficient to allow one to each principal and teacher. Any library that did not get one, however, may secure a copy by writing to L.H.Jobe, Division of Publications, State Department of Public Instruction.

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MORVEN ISSUES BULLETIN ON ARTICLES IN PROFESSIONAL MAGAZINES

Supt. M. L. Ham, Jr., of the Morven City Schools, has issued a mimeographed bulletin worthy of praise and commendation. The title of the 29-page bulletin is "Professional Magazine Articles."

In this bulletin Supt. Ham has listed articles appearing in twelve professional magazines from 1933 through December, 1938. These magazines were: (1) American School Board Journal, (2) Childhood Education, (3) Education Digest, (4) Elementary English Review, (5) Educational Administration and Supervision, (6) Elementary School Journal, (7) High School Journal, (8) Nations Schools, (9) North Carolina Teacher, (10) School Executive, (11) School Management, and (12) The Instructor.

The 361 articles listed are classified under 15 subject groups, as follows: (1) Philosophy and Ethics, (2) Supervision, (3) Methods, (4) Safety Education, (5) Health Education, (6) Reports, Grading, and Promotion, (7) Problem Children, (8) Extra-Curricula Activities, (9) Guidance, (10) Public Relations, (11) Reading, (12) Language, (13) Social Studies, (14) Mathematics, and (15) Science.

PLAY DAYS OR SPORTS DAYS

Within the last few years the "Play Day" or the "Sports Day" method of competition has become popular in many sections of the country. The Play Day provides an opportunity for mass participation in various types of activities. There is no emphasis on interscholastic competition or individual championship or records. Usually, pupils from several schools are involved, but play days may be organized within the one school, among several near-by schools or within an administrative unit, such as county or city. The Play Day may include activities for all the grades (1-11), both boys and girls. It may include only the elementary or the high school and in many cases a Play Day for the high school girls is held.

General Characteristics of the Play Day

1. Diversity of sports.
2. Play for the entire school or group instead of for a few selected representatives.
3. An improved form of competition designed to facilitate and improve social contacts.

   (1) The schools or other groups taking part do not play against each other.
   (2) New combinations are formed on a color or name bases.
   (3) Each combination includes an equal number of participants from each school group.

Play days have been tried in many places and on many scales and the universal opinion is that they have proved satisfactory. They are socially beneficial, are conductive to the development of a balanced physical education program and tend to de-emphasize inter-scholastic competition. Play days provide opportunities for meetings of schools or other groups for the purpose of playing with each other instead of against each other. This type of competition will generate good will between schools and illustrates the point that the game is worthwhile for the game's sake. The Play Day is a day of participation rather than one of "spectatoris".

Many successful play days are centered around the crowning of the posture queen or health queen. May 1 each year is set aside as May Day - Child Day, and the Play Day activities may be used to stress health and play.

How to Organize Play Days

In the first place, some school or group must take the initiative in getting things started. The superintendent, the principal, the director of physical education, the recreation leader, or some other enthusiastic persons invite representatives from the other schools or groups to be invited to meet with him or her to do the planning. Together they decide on the date, the time and the place where the Play Day shall be held. They also plan the events of the day.

After the events are planned copies are sent out to the schools that are coming to the Play Day so that they can practice the events. This adds interest to the regular physical education activities.

The students of the school where the meet is to be held act as hostesses to the other schools. Three committees are needed: one in charge of preparation, one to receive and care for visiting students (the hospitality committee), and one to be in charge of activities.

On the day of the meet the students from the visiting school are assigned to their color; an equal number from each school are assigned to each color. A name card is sometimes used to indicate color and to show the name of the participant. If boys and girls are participating separate competing classifications above the fourth grade should be made. In play days, designed for the entire school, the children should be divided into three major groups, one consisting of grades 1-3, another of grades 4-6, and the third of grades 7-11.

Suggested Activities for Play Day

1. Folk dances
2. Simple team games
3. Group games
4. Relays
5. Challenge contests
6. Stunts
7. Tumbling
8. Pyramid building
9. Field events
10. Swimming
11. Posture parades
12. Skits or plays Written for the occasion
13. Songs
14. Music
15. Posters

Sample Program for Rural Play Day

Parade - Headed by band

Games:

Grades one to three -

1. Farmer in the Dell
2. London Bridge
3. Jolly is the Miller
4. Looby Lou
5. Hopscotch
6. Beanbag Toss
7. Jump the Rope
8. Squirrel in Trees

Grades four to six -

Boys - Baseball, Throw, Distance
Standing Broad Jump
Fifty-Yard Dash

Girls - Potato Race
Dodge Ball Throws, Distance
Dodge Ball

Grades seven to eleven -

Boys - Baseball
440 Yard Relay
50 Yard and 100 Yard Dash
High Jump
Baseball Target Throw

Girls - End Ball
Volleyball
Basketball Throw, Distance
Obstacle Relay
Captain Ball

The outline of a Guilford County Play Day and a copy of the organization plans, formulated at a meeting of the Executive Committee appointed to organize the program, are given below as a sample of a practical program.

Guilford County Play Day for High School Girls

The date of the Play Day is to be April 11th, as approved by Mr. Foust, who is granting half-holiday to those girls participating. In case of rain on that date, Play Day will be Saturday A.M., April 12th.

There will be no distinction between Junior and Senior High School groups. All will play together. If a smaller school is not able to send 20 girls, in order that school may be represented, the number can be made up by a larger school through arrangement with the chairman of this committee at the time the entry blanks are sent in.

It seems best to limit the activities for each girl to one team game, one relay, one track or field event, and the centipede race. Each school will send five girls in each of the four color groups (20 in all). Each of these five on one color group will choose to play on different team games, different relays, different track and field events, and all will be in centipede race. In order to plan for an afternoon's program of not more than three hours, the activity groups are as follows:

Team Games	Relays	Track and Field	Mass Event
Baseball	Block Race	Thru Stick	
Dodge Ball	Shuttle Ball	Forward Roll	
End Ball	Overhead Relay	Head Stand	Centipede Race
Kick Ball	Horse and Rider	50-Yard Dash	
Volleyball	Novelty Obstacle	3-Legged Race	

Changes in the rules as suggested by this Committee have been adopted by the Games Committee.

The rule for Dodge Ball is changed to provide for a 40 ft. cirlce. Block race to be run as a relay instead of the potato relay - See rules, issued by Games Committee.

Scoring

Team Games	Winners 5 pts.	Runner up in Tournament - 3 pts.	
Relays	" 5 pts.	2nd place 3 pts.	3rd place 1 pt.
Dash and 3-Legged Race	" 3 pts.	" " 2 pts.	" " 1 pt.
Centipede Race	" 5 pts.	" " 3 pts.	" " 1 pt.

Stunts - 3 points for each individual doing stunt successfully.

Time Schedule and Events

2:00	Assembly in Gymnasium
2:30 - 3:15	Baseball, Kick Ball, End Ball, Volleyball, Dodge Ball
3:15 - 3:30	Assemble at color poles for announcements and assignments to play spaces
3:30 - 3:40	Block Race, Shuttle Ball
3:40 - 3:50	Horse and Rider Relay, Overhead Relay
3:50 - 4:00	Novelty Obstacle Relay
4:00 - 4:15	Assembly at color poles

References: Additional suggestions for conducting Play Days may be found in the following references:

1. Play Day - The Spirit of Sport. Distributed by the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. Price 35¢.

2. Play Days. By Smith and Coops, published by A. S. Barnes and Company, 67 West 44th Street, New York. Price 75¢.

3. Physical Education for Elementary Schools. By Neilson and Van Hagen, published by A. S. Barnes and Company. Price $2.00. (This book will soon be on State Contract at $1.55).

4. Child Health Day - May Day. Office of Education, United States Department of Interior, Washington, D. C. Free.

U. S. DEPARTMENT OF LABOR
CHILDREN'S BUREAU
Washington

MAY DAY - CHILD HEALTH DAY 1939
Monday May 1

Suggestions for Observance

Child Health Day activities are sponsored by the Children's Bureau at the request of the State and Provincial Health Authorities of North America in accordance with the Congressional Resolution of May 18, 1928, which authorized the President to proclaim May Day as Child Health Day.

Slogan: The health of the child is the power of the nation.

Objective: To bring to the attention of each community -

The importance to the child's health, development, and well-being throughout life, of proper food, rest, exercise, medical care, and protection against disease.

The ways of informing parents and others how child health may be safeguarded, and

The means whereby such safeguards may be made available for all children.

Leadership: State May Day chairmen and representative State May Day committees appointed by State health officers. State departments of education cooperate in planning school Child Health Day programs.

Program: The State May Day Committee decides upon the Child Health Day emphasis that will best contribute toward strengthening the year-round child-health program.

Community groups arrange for the presentation to the public of child-health needs in the community, for planning by interested groups of joint efforts for advancing child health during the year, and for launching new child-health projects.

School children, as a climax to the year's health-education program, show by exhibit, demonstration, programs, and plays what they have learned about safeguarding their own and the community's health, and celebrate in festivals and games progress made during the year.

For State programs write to May Day Chairmen, State Departments of Health.

Katharine F. Lenroot
Chief

(7866)

NEW PLAN OF DISTRIBUTION FOR HIGH SCHOOL BOOKS

FLAT FEE SYSTEM FOR HIGH SCHOOL BOOKS

The committee of superintendents recently appointed by the State Textbook Commission to serve in an advisory capacity in a discussion of proposed changes in the administration of the textbook program in a scheduled meeting February 21 voted unanimously that the flat fee program be established throughout the State as fast as possible. In brief, the changes proposed by the committee are as follows:

1. That all administrative units that are collecting as much as $1.40 per pupil, or more, be automatically placed on the flat fee at the beginning of the next school year.

2. That all administrative units collecting less than $1.40 per pupil be permitted to use the flat fee if they desire, or to continue the present program.

3. That the present flat fee of $2.30 be continued with the understanding that the fee be increased slightly to take care of furnishing dictionaries to high school pupils.

4. That the high school rentals be handled on a basis similar to that now employed for supplementary readers; that is, as soon as sufficient rentals have been received on high school books to pay for the money the State has invested in them, all subsequent money can be used for the purchase of any basal books that are needed and, if it appears that the system is producing some profits, such profits may be used by local units for the purchase of any supplementary material in the fields of Guidance, Safety, Home Economics, Agriculture, etc., that would enrich the high school program.

Dictionaries. The superintendents recommended that dictionaries be provided for all high schools on the basis of one book for each four pupils. These books cost approximately $1.85 each. It appears, therefore, that it will be necessary to increase the fee approximately 10 cents per pupil to take of this additional service.

Spelling. Under the flat fee program, high school spellers would be distributed in sufficient quantities for the eighth grade enrollment with the understanding that the books may be used in any or all grades as they are needed.

Purchase of Books from Children. The Textbook Commission is arranging for the purchase of books now owned by the pupils. Under the flat fee system, pupils must rent all books or buy all books. They will not be allowed to rent the books for some subjects and buy them for others. The pupils will be given an opportunity to sell the books that they now own and each pupil will be asked to place his books in a paper bag, tie it securely, label it with his name and the books enclosed, and leave the package at school at commencement time. A representative from the Textbook Commission will visit the school sometime soon after the close and appraise the books to be sold. Credit slips will be issued for all of the books, and the pupils may present the credit slips at the opening of school next fall as part payment of the rental fee.

Advantages. The greatest values from the use of the flat fee system come from the simplification of the records. Some of the changes are: (1) The money is collected in larger amounts, (2) Pupils may change courses without making any monetary adjustments, (3) Pupils with Transfer Slips may enroll at a new school with a minimum of trouble in any subjects that will fit their schedules.

NORTH CAROLINA STATE MUSEUM

FORESTRY EXHIBITS HALL IV

Most of these timber specimens were collected during the years 1892-1894 (more than 40 years ago), when primeval forests still existed in North Carolina. Such choice specimens could not be found here today.

The chief collector was Gifford Pinchot, ex-Governor of the State of Pennsylvania. He was then Forester Pinchot, chief forester for the then newly created Vanderbilt estate, near Asheville. He was assisted by W. W. Ashe. Both of these men later headed the United States Forestry Service.

This Vanderbilt estate was then reputed to be the largest private estate in the world. Created by George Vanderbilt, it comprised a large part of what is now Pisgah National Forest. The stately French chateau and the remainder of the Biltmore Forest estate are still show-places for visitors to Asheville.

The largest section here is that of a cypress which was cut in Tuckahoo Swamp, Lenoir County, in 1913. This is 65 inches in diameter and was cut 20 feet from the ground. Four feet from the ground this tree was eleven feet through. It was 100 feet high and contained an estimated 20,000 board feet of lumber. If you could get close to it with a magnifying glass and count the annual rings - 840 of them - you would find it to be 840 years old. This approaches the age of the giant Sequoia trees of California. The other flat case contains long-leaf pine cones, a cypress knee, thick oak and pine bark, and a variety of unusual tree growths.

The wood specimens are all carefully planed and sanded to a smooth finish, and the upper half shows a fine varnish finish. The section of curly ash is attractive. Curly maple is especially attractive for furniture, such as clocks and cake plates. The curly poplar is softer and darker. The black walnut is shown as veneer and in a section. This is our most valuable hardwood - and valuable for its fruit. Two top cases show how certain woods are made into pipes for particular smokers of Kalmia (Mountain Laurel) root burls, as well as of applewood and sycamore.

The large bowls are cut by lathes from poplar trees from our mountains. These were known as cake bowls. Bakeries used them for mixing cake dough, before bakeries had machinery for this mixing. It is said that the best cakes were once made by mixing the dough with bare feet in these large bowls.

The palmetto tree is usually thought of as coming from Florida and the tropics. We, too, have palmetto trees on Smith's Island, in the mouth of the Cape Fear River, where North Carolina has a climate similar to that of Florida.

The State Museum belongs to the citizens of North Carolina, who have furnished this building and its contents; any damage done to the specimens here is damage to the property of all our citizens.

The MUSEUM is eager to cooperate in every way with our school groups and other visitors. Arrangements have been made with the National Youth Administration to assign five young ladies to be trained to serve as guides at the Museum. Teachers planning to bring groups to the Museum might well write for information and plan to study particular exhibits that fit in with current school work. In that way the class will benefit more than by a casual visit.

BUY EASTER SEALS



The Easter Season will soon be here and with it the bright cheery seals of the National Society for Crippled Children. Simultaneously throughout the United States some thirty of its affiliated societies will join with the National Society in this annual event to raise the necessary funds to finance their work as well as that of their local county and community chapters.

The National Society has directed and assisted the State organizations, unified and coordinated all efforts on behalf of crippled children, taken the lead in securing the Federal and State Governments' recognition of government's responsibilities toward the handicapped child, and have worked quietly but untiringly to achieve important legislation concerning the welfare of the crippled child.

Cooperation with other private and public agencies to accomplish a thorough program for the care and rehabilitation of crippled children is a definite policy of the National and affiliated State Societies. This program is indeed logical, comprehensive, and worthy, based on sound knowledge of the great need for aid to physically handicapped children, summed up in the phrase "To See a Crippled Child THROUGH".

Its program in eight important phases consists of:

1. Discovery, enumeration, and registration of every crippled child in each state.

2. Diagnosis of the ailment at clinics, and early hospital care and medical treatment.

3. Arrangement for proper medical and psychological convalescent care.

4. Development of educational facilities to insure every crippled child an education.

5. Securing vocational training for those able to work, and homebound vocational training for those unable to work.

6. Assistance in securing vocational placement self-supporting employment compatible with the handicapped person's capacities - mental and physical.

7. Prevention of the causes of crippling.

8. Enactment of legislation to further this program in each State, province, and country.

Thus, with the necessary public support, particularly during this Easter Seal drive, the National Society for Crippled Children, and its State organizations, will be able to continue its work to insure to every handicapped child the blessings he deserves as an American citizen - The Right to Life, Liberty, and The Pursuit of Happiness.

Easter Seals will be on sale from March 27 to April 10 by the North Carolina League for Crippled Children with headquarters 432 New State Office Building, Raleigh.

*RECENT BOOKS

PRIMARY GRADES

Ayer. The Quin's Book. Nelson. $ .57.
Stories about the Dionne quintuplets in language which first and second grade children can read.

Beaty. Story Pictures of Our Neighbors. Beckley-Cardy. $ .72.
An attractive text with colored illustrations which is especially useful in social science classes.

Myers. Pets and Friends. Heath. $..73.
One of a series of readers about animal protection. The language is easily graded and the story interesting and informational.

Phillips. Things That Go. Rand. $ .75.
A book for the mechanically minded first grade readers. Simple stories about wheels, wings, and the like.

GRAMMAR GRADES

Fyleman. Here We Come A'Piping. Stokes. $ .84.
A collection of poems which grammar grade pupils can read easily.

Mason. Smiling Hill Farm. Ginn. $ 1.44.
Life on a mid-western farm from pioneer days to the present time.

Myers and Embree. A Story of Pioneers and Their Children. Bobbs. $ 1.27.
In addition to telling the story of early American pioneers, directions are given for making some of the things they used.

Schawe. Friendly Dogs, Here, There, and Everywhere. World. $ .79.
Delightfully written stories about real dogs, well illustrated and well bound.

HIGH SCHOOL

Kummer. The Great Road. Winston or Junior Literary Guild. $ 1.46.
Thrilling historical events which took place along the road from Babylon to Egypt are told in novel form.

Matthews. Over the Blue Wall. U.N.C. Press. $ .75.
A collection of historical stories about southern localities. The "blue wall" is the appalachian mountain chain.

Morgan. Messenger to Pharoah. Longmans. $ 1.50.
A good mystery story set in Egypt during the period of Pharoah. This is an exciting novel with authentic background.

Thomas and Barton. Wings Over Asia. Winston. $1.01.
A well-written story of an airplane trip over Asia. Illustrated with photographs.

*Prices are those quoted by the North Carolina Education Association.

THE TEACHER

I deal with the most potent, the most elusive, the most interesting thing in the world - the human mind.

Without me there would be no progress; future generations would relapse into savagery; civilization would perish from the earth.

Of all the professions mine is the least paid in money and the most richly rewarded in satisfaction.

I am soon forgotten because what I achieve is written, not with ink on paper, but in human lives.

I am a builder, but I do not build bridges. I build the builders of bridges.

I am often unpopular because I must try to please so many people.

My work is often undervalued because it is not understood.

The beginning of my work is service; the essence of my work is service; the reward of my work is service.

I am the teacher.

- Connecticut Schools.

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VOLUME III NUMBER 8

APRIL, 1939

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

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STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

April 14, 1939

To Superintendents, Principals and Teachers:

I should like to call your attention to the announcement in this BULLETIN concerning a new activity of our Department, that of furnishing a counselor for the promotion of forums sponsored by the public schools.

The public school system is the chief agency for the training of citizens. If the public school is to adequately train for citizenship, we must improve the training offered in the social studies in the secondary schools and it is well for us to give our thought and attention to expanding the public school program to include an adequate form of adult civic education.

I hope you will give thoughtful consideration to the establishment of forums both for young people and adults. You can help us in this new activity of the Department by sending us information about forums in your community and by asking for the assistance of our Forum Counselor in helping to organize study groups for the consideration of this problem.

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

NORTH CAROLINA

PUBLIC SCHOOL BULLETIN

Volume III April, 1939 Number 8

Issued monthly by the State Superintendent of Public Instruction, Raleigh, N. C.

Quotation: It was in making education not only common to all, but in some sense compulsory on all, that the destiny of the free republics of America was practically settled. - Lowell.

EDITORIAL COMMENT

TEACHER MUST LEARN TOO

Our guest editorial for this month comes from the Rocky Mount TELEGRAM for March 18, written before the General Assembly adjourned and about the time final consideration was being given to the appropriation for public education. This editorial follows:

"Those persons who assigned Junior those hard problems that you couldn't help him work are going to school, too. We sometimes think of the teachers as persons who stand before classes all day and remain in afternoon to discipline the bad boys. Perhaps that was true at one time.

"But the modern teacher has far more than that to do. At night they have a lot of paper grading as a matter of routine. Then, they must prepare what they are going to talk about. They don't deliver a talk just once a week, or once a day - just about a half dozen a day.

"All this teaching is easy if the person has what the slang expression labeled "gift of gab". But the teacher's job is not to keep the younger generation out of mischief, but in doing what the name implies. And what she told the science class this time last year may need revision. Good teachers, as well as the public, want to keep up with the times.

"Now there are a lot of subjects that stay the same. Perhaps our great grandchildren will be solving "x plus y" in the same manner. But the schools are adding more subjects that seem alien to the three R's. They want to dissect the anatomy of the refrigerator and find out why the sky is blue.

"Then, why give a skeleton wage to persons who are responsible for moulding the clay of youth? If they have to spend more time shopping at bargain counters and worrying about their status quo, the straw they inject in our youth clay will become decidedly stale."

- 0 -

MISS ELIZABETH HOLMES, daughter of Supt. J. E. Holmes, Leaksville, N. C., now a student at Woman's College of the University of North Carolina, wrote two sections of the College Playmaker's production of "Spring Dance", sparkling drama of college life, presented March 25, at the College. Miss Holmes, who was one of the three students representing the College at a concert given at the National Composers' Forum in Carnegie Chamber Music Hall, New York, has also composed a Campus Sonata in the modern idiom.

The BULLETIN takes pleasure in recognizing this accomplishment of Miss Holmes, and would be glad to hear about any accomplishments of sons or daughters of other superintendents.

LEGISLATIVE

FINAL LIST OF EDUCATIONAL BILLS

The list below completes the total bills introduced at the session of the General Assembly of 1939, which adjourned early Thursday, April 4th. Other public school bills introduced will be found in the February and March numbers of this BULLETIN. SB4 and HB's 18, 29, 293, 312 and 365 listed in those two issues of the BULLETIN actually passed.

SB242. "To Provide for the Establishment and Regulation of Nursery Schools and Kindergartens, Public and Private, in North Carolina." (City and County Boards of Education could provide nursery schools and kindergartens, as part of public school system, free to resident children between ages of two and six. Teachers would be required to have two years at recognized kindergarten training school. State Superintendent would make rules and regulations for such schools and for any private schools. Also provides for election to determine tax levy for purpose.) Introduced by Cogburn. Sent to Committee on Education. Did not pass.

HB615. (Same as SB242, above.) Did not pass.

HB629. "To Amend Chapter 242 Public Laws of 1937 and to Provide More Complete Educational Advantages in State Institutions to Needy World War Orphans." (Would amend law to provide (in addition to free tuition, room rent and board provided by present statute) other services calling for matriculation fees or other required special fees.) Introduced by Ritch. Sent to Committee on Education. Passed.

SB267. "To Encourage the Extension of the Public School Term for Nine Months, or for the Creation of a Twelfth Grade Therein, and Providing for State Participation in the Cost Thereof." (Would authorize State School Commission to pay to trustees of city administrative unit or board of education of county administrative unit, as the case may be, part of current expense of operating a ninth month or part of teaching expenses of operating a twelfth grade: $2.40 per pupil for average daily attendance in ninth month, or in case of operation of twelfth grade, $2.40 per pupil for average daily attendance of such school for preceding year - local unit to exercise choice as to which it shall receive, but no unit to receive both. Balance of cost of either to be provided by tax levy to be imposed by tax levying authorities of the unit, without being required to submit the question to a vote of the people. For purposes of act following appropriations are made to the State School Commission: for 1939-40 - $1,260,000; for 1940-41 - $1,440,000. In order to raise funds to meet these appropriations, every person, firm or corporation, domestic or foreign, including municipal corporations, engaged in the business of furnishing electricity, electric lights, current, power, natural or manufactured gas, delivered through pipes or containers, or operating telephone or telegraph systems, shall pay, in addition to all other taxes, a privilege tax of 3% of the total gross receipts. This tax may be added to consumers' bills and may be charged in addition to rates fixed by the Utilities Commissioner. In computing tax, gross receipts from sales to others for purposes of resale may be deducted. Tax levy becomes effective July 1, 1939, and taxes are to be paid quarterly beginning October 1, 1939.) Introduced by Cogburn. Sent to Committee on Education. Did not pass.

HR652. "Joint Resolution to Provide for the Giving of Safety Instruction in Public Schools". (Would authorize State Superintendent of Public Instruction to add a course in safety instruction in primary and secondary grades.) Introduced by Stone. Passed three readings and sent to the Senate. Passed.

HB654. "To Amend Chapter 245 of the Public Laws of 1935, Relating to Compensation of School Children Killed and/or Injured while Riding on a School Bus." (Would amend to make act applicable to ninth month of school term, with proviso no obligation placed on State School Commission, but tax levying authorities of school districts operating school for a ninth month authorized and directed to set up in budgets money necessary to pay claims.) Introduced by Cherry. Sent to Committee on Judiciary 2. Passed.

SB287. "To Prevent the Exclusion of Any Person from Any State Institution of Higher Education Because of Sex." (Self-explanatory. Effective date: July 1, 1939.) Introduced by Umstead. Sent to Committee on Education. Did not pass.

HB695. "To Provide for the Retirement of State Officers and Employees." (Would set up State employees' retirement system, covering all agents or employees of State, or any of its departments, agencies, bureaus, institutions, public schools, etc., except the Governor, Supreme and Superior Court Judges, peace officers, any State elective officer, any person employed temporarily or for less than 6 months, or any employee for whom retirement benefits already specifically provided. Employees eligible if 70 years old and has rendered at least 15 years of service, or 60 years old and rendered at least 30 years of service. Funds to be raised by 2½% salary reduction, to be deposited in State Retirement Fund. Annuity to be computed by multiplying the total years of allowable service (not exceeding 30) by the average annual basic compensation, not to exceed $1,200, received by employee during 10 years of service immediately preceding retirement, and dividing that by 50. Annuity in no case to exceed $720 per year. Allowable service for retirement purposes may include periods of service at different times in one or more State departments, institutions, etc., or in public schools of any county, city, or local school district, or in employment by County or subdivision thereof in the maintenance of the public roads. Retirement of any employee covered by act ordinarily compulsory at 70, with provisions for repeated two-year extensions. Also provides for disability benefits, return of contributions on separation from service before eligible for retirement benefits, payment of benefits in case of death before benefits received, etc. Would set up 7 member State Retirement Commission to be appointed by Governor, to include 2 teachers, 2 State officers, 1 school official, and 2 persons who are not State employees. Director of Personnel to administer act under direction of Commission. Would appropriate from State Retirement Fund whatever Advisory Budget Commission deems necessary for administering Act - not exceeding $12,000 annually without approval of State Retirement Commission. Salary deductions to begin July 1, 1939, and retirement benefits to begin July 1, 1941.). Introduced by Cherry and Hatch. Sent to Committee on Judiciary 1. Did not pass.

HB707. "To Authorize Taxing Districts, Local Improvement Districts, School Districts, and Cities, Counties, Towns and Villages in North Carolina to Avail Themselves of the Provisions of the Federal Bankruptcy Laws." (Would authorize any local unit, as indicated in title, with approval of Local Government Commission, and with consent of holders of such percentage of its indebtedness as may be required by Public Act No. 302 of the 75th Congress, 1st Session, entitled "An Act to Amend 'An Act to Establish a Uniform System of Bankruptcy throughout the United States,'" as amended, to avail itself of provisions of federal bankruptcy acts.) Introduced by Johnston of Ashe. Sent to Committee on Judiciary 1. Passed.

SB317. "To Change the Name of the Elizabeth City State Normal School at Elizabeth City to the Elizabeth City State Teachers College, and to Provide Advanced Courses of Instruction for Elementary Teachers and Principals." (Would do as title indicates, and authorize establishment of four-year course for elementary teachers and principals. Degrees to be granted subject to Chapter 136, Public Laws of 1923, which gives the State Board of Education authority to regulate degrees.) Introduced by Halstead and Hughes. Sent to Committee on Education. Passed.

HB786. "To Permit the Governor and the Council of State to Settle, Adjust, or Compromise any Claim for Taxes which the State may have Against any of the Counties of This State." (Would do as title indicates with reference to claims arising pursuant to section 492 of Chapter 427 of the 1931 Public Laws which provided for tax levy for 6 months' school terms.) Introduced by Payne. Sent to Committee on Judiciary 2. Passed.

HB856. "To Provide for the Administration and Operation of a Uniform System of Public Schools of the State for the Term of Eight Months Without the Levy of an Ad Valorem Tax Therefor." (Would provide for permanent School Machinery Act. Major differences between present act and proposed act include: (1) Payment of teachers' salaries in 12 instead of 8 instalments on request of administrative unit; (2) Transfer of pupils from one administrative unit to another when such seems more economical; (3) County commissioners to have right to provide funds for erection or repair of school buildings of city administrative units; (4) Salaries of County Superintendents and City Superintendents to be in accordance with the standard schedule fixed by State Board of Education and State School Commission; (5) When local school authorities unable to agree on selection of teachers, then County Board of Education to select; (6) Tax-levying authorities in any county administrative unit, with approval of State School Commission, authorized to levy taxes to pay salary of one additional teacher for each 25 teachers allotted by School Commission to teach subjects, which in opinion of Board of Education or school governing body, are necessary to maintain well-rounded school system; (7) No teacher or principal to be required to attend summer school during 1939 and 1940; (8) Teacher or principal desiring reappointment to file written application not later than 10 days prior to close of school term, and to be notified of election or rejection within 20 days after close of term; (9) Would limit right of local supplement of unit in a county to one with school population of 1,000 or more, and would set out provisions for election; (10) Capital outlay funds provided for expenditure by county unit to be paid out on warrants drawn by county board of education, and city administrative unit funds on warrants drawn by governing board of city administrative unit; (11) Per capita enrollment basis to be determined by State School Commission; (12) Upon basis of budget approval and upon receiving the certificate of per capita enrollment county auditor or accountant to ascertain the proportion of all taxes levied by the county which shall be apportionable to the county administrative unit and any city administrative unit therein. As taxes are collected within said county, the proportion thereof allocable to the county administrative unit and any city administrative unit in said county shall be set up to the credit of such administrative unit by the county accountant or auditor. All funds due to the county administrative unit set up and ascertained as aforesaid may be paid out as hereinbefore provided, and all funds due any city administrative unit therein may be paid out as hereinbefore provided; (13) State Superintendent of Public Instruction and State School Commission authorized to make rules and regulations as to records and reports of expenditure of funds by county and city units; (14) Copies of audits of school fund to be filed with State School Commission, State Auditor, and State Superintendent of Public Instruction not later than October 1 after

close of fiscal year; (15) State School Commission to make arrangements for carrying out provisions of Workmen's Compensation Act applicable to such employees as are paid from State school funds. Liability of the State for compensation shall be confined to school employees paid by the State from State school funds for injuries or death caused by accident arising in course of their employment in connection with the State operated eight months school term. The State shall be liable for said compensation on the basis of the average weekly wage of such employees as defined in the Workmen's Compensation Act, whether all of said compensation for the eight months school term is paid from State funds or in part supplemented by local funds. The County and City Administrative Units shall be liable for Workmen's Compensation for school employees whose salaries or wages are paid by such local units from local funds, and such local units shall likewise be liable for Workmen's Compensation of school employees employed in connection with teaching vocational agriculture, home economics, trades and industrial vocational subjects, supported in part by State and federal funds, which liability shall cover the entire period of service of such employees. Such local units are authorized and empowered to provide insurance to cover such compensation liability and to include the cost of such insurance in their annual budgets; (16) No contracts to be made by county or city administrative unit for purchase of equipment or supplies unless surplus funds on hand or payment provided for in budget; (17) State School Commission authorized to prescribe rules for permitting operation of school busses during extended term in any administrative unit - such unit to be responsible for operating costs during extended term and subject to Workmen's Compensation Act in connection therewith; (18) State School Commission may either secure fire insurance coverage on school busses, or act as self-insurer, with approval of State Insurance Commissioner; (19) No carbonated drinks, candy or chewing gum to be sold in school cafeterias to pupils; (20) The clear proceeds of poll taxes, dog taxes, fines, forfeitures and penalties shall be accounted for by the officers collecting the same, and no deductions shall be made therefrom for fees or commissions. Any court officer, including justices of the peace, who shall wilfully fail or refuse to account for all poll taxes, dog taxes, fines, forfeitures or penalties coming into the hands of such officer, shall, upon conviction thereof, be guilty of a felony and imprisoned in the State's Prison in the discretion of the court, or fined in the discretion of the court, or both.) Introduced by Johnston of Ashe, and others. Sent to Committee on Education. Passed as amended.

HB878. "To Amend Section 349 of Chapter 136 of the Public Laws of 1923, Relating to Attendance Officers. (Would amend act to permit county board of education or board of trustees of city administrative unit to employ special attendance officer - such officer to supplant County Superintendent of Public Welfare with respect to duties as attendance officer for area for which appointed.) Introduced by Hatch. Sent to Committee on Education. Passed.

HB1024. "To Appoint Certain Members of the Boards of Education of the Respective Counties of N. C., Fix Their Terms of Office, and Limit Compensation at State Expense." (Would do as title indicates for 100 counties, and provide for payment of per diem of up to five members in each county out of State School Fund, and any balance out of School Fund of the County.) Introduced by Burgin. Passed.

SB430. "To Amend Chapter 450 of the Public Laws of 1935 and Chapter 126 of the Public Laws of 1937 Relating to the Issuance of School District Refunding and Funding Bonds." (Would authorize tax levying authority of school district to refund or fund principal of interest of outstanding bonds of district.) Introduced by Rodman. Did not pass.

HB1176. "Empowering the Governor of North Carolina to Appoint a Special Commission for the Purposes of Studying Teachers' Retirement and Retirement for State Employees." (Would do as title indicates.) Introduced by Richardson and others. Passed three readings and sent to Senate. Passed.

HR1178. "Authorizing and Directing the Secretary of State to Have Printed 5,000 Copies of House Bill 856, Known as the School Machinery Act, as Enacted into Law, and that the Distribution Thereof Be Under the Direction of the State Superintendent of Public Instruction and the State School Commission." (Self-explanatory.) Introduced by Johnston of Ashe. Passed three readings and sent to the Senate. Passed.

SB497. "Empowering the Governor to Appoint a Commission and an Advisory Council to Study the Problem of Education in North Carolina and Make Recommendations with Regard Thereto, Covering a Long Time Program of Public Education in North Carolina." (Would do as title indicates.) Introduced by McIntyre and others. Passed three readings and sent to the House. Did not pass.

NOTES AND ANNOUNCEMENTS

"KNOW YOUR SCHOOL" BULLETINS

"Know Your School" is the title of a series of study outlines now being issued by the Office of Education, Washington, D.C. Leaflets No. 47, 48, 49 and 50 under the titles: "Know Your Board of Education", "Know Your Superintendent", "Know Your School Principal", and "Know Your Teacher" have already been issued, and may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., at 5 cents each. Other outlines will be issued later this year.

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NOTE TO SUPERINTENDENTS AND PRINCIPALS

The age-grade distribution section on the Principal's Final Report form calls for pupils coded a. This distribution should be made on the basis of the enrollment of pupils coded a plus e. Superintendents are requested to call this to the attention of all principals when the blanks are distributed.

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NORTH CAROLINA POPULATION BULLETINS AVAILABLE TO LIBRARIANS

Any library in the State including high school libraries, may secure from the Department of Public Instruction, L.H.Jobe, Raleigh, N. C., copies of the following two publications as long as the supply lasts:

Population Bulletin, First Series, giving the number and distribution of the inhabitants of the State, 1930 Census.

Population Bulletin, Second Series, giving the composition and characteristics of the population of the State, 1930 Census.

Both of these publications give the information described for the counties and cities of the State.

UNIVERSITY OF CINCINNATI SCHOLARSHIP

The University of Cincinnati will award a scholarship for its 1939 summer session to some outstanding teacher of this State upon the recommendation of the State Superintendent. This scholarship will cover remission of summer school fees for the entire summer term, worth approximately $125.00. This scholarship is restricted to white students, preferably on the graduate level.

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CONFERENCES TO BE HELD AT CHAPEL HILL

Four conferences of particular interest to school people will be held during the summer session of the University at Chapel Hill this year, it was recently announced by Professor Guy Phillips of the University. They are as follows:

June 15 — Professional Relations Conference, sponsored by the North Carolina Education Association, the National Education Association, and the University of North Carolina.

June 21-22 — The Seventh Conference on Education. The theme of this conference will be "Guidance".

June 29 — Rural Education. A special committee of the Rural Education Department of the State Association is cooperating in building the program for this conference.

July 6-7 — Safety Education. Dr. Herbert J. Stack of the Center of Safety Education, New York City, Mr. Ronald Hocutt of the Safety Division of the State Department of Revenue, Raleigh, Mr. Huggins of the Carolina Motor Club, and others will assist with this program.

"During the second session of the summer school, when we have the Southern Workshop here and other activities, we hope to have at least one outstanding conference on the Curriculum", stated Professor Phillips. Announcements will be made about that conference later on.

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WPA SINGERS BROADCAST WEEKLY

Adult students, known as WPA Community School Singers, broadcast weekly over radio stations WBT, Charlotte, WPTF, Raleigh, and WDNC, Durham. The Raleigh and Durham programs feature Negro spirituals sung by Negro students in the two cities. Harriet Busby is director of the Durham singers, and Matthew Jones of the Raleigh group.

In Charlotte, the broadcast is given by various groups of white adult students, a different county being represented each week. These students are assisted by the county school superintendent or the chairman of the adult education council in the county giving the week's program. The Charlotte program is under the direction of Miss Mabel L. Bacon, WPA Education Supervisor, Southern District.

THE CAROLINA INSTITUTE OF INTERNATIONAL RELATIONS

The Carolina Institute of International Relations, which is under the joint auspices of the American Friends Service Committee and the University of North Carolina, will be held this year from June 26 to July 5 at Chapel Hill.

The Institute offers lectures, discussions, fellowship and recreation to teachers, ministers, adult education leaders, students, to members of young people's groups, men's service clubs, women's clubs and Church organizations, and to others interested in the study of international relations. It is an open forum for the consideration of some of the most vital issues facing the world today. The success of democracy depends upon a citizenry that will think and act intelligently and assume responsibility in public affairs.

The Institute provides for the presentation and discussion of the political, economic, racial, cultural, and religious phases of current world problems, by men and women who know these subjects and who bring the latest information concerning them. If wholesome attitudes and intelligent opinions are to guide us in international affairs we must come to a reasonable understanding of them. We must find effective ways and means of carrying on community programs of education in world affairs.

The daily program will consist of morning lecture and discussion periods, afternoon conferences, and evening lectures followed by a public forum. Recreational activities, including swimming, tennis, and social events, will be arranged for Institute members. Special library facilities will be provided.

The registration fee for the entire Institute is $3.50. Rooming accommodations may be secured at one of the University dormitories at the rate of $4.00 for the ten-day period. The cost of meals at the University Dining Hall Cafeteria need not exceed seventy-five cents per day, thus the total minimum expense at the Institute will be about fifteen dollars.

For further information regarding the Institute program, registration, room reservation, etc., please write to R. M. Grumman, Director, Extension Division, University of North Carolina, Chapel Hill.

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PEABODY SCHOLARSHIPS

George Peabody College for Teachers, Nashville, Tennessee, has allocated two scholarships of $50.00 each to the State for the summer session of 1939. The scholarships are credited toward tuition and college fees only.

The absolute requirements are:

1. The teacher must have been in active service for the past scholastic year.

2. The teacher must register for the full summer quarter and carry a normal load of work.

3. Nominations must reach Peabody College not later than June 1, 1939.

4. Recommendations for the scholarships must be made by the State Superintendent of Public Instruction on or before May 15, 1939.

ATHLETIC AND PHYSICAL EDUCATION EQUIPMENT

State contracts for furnishing athletic and physical education equipment to the public schools have been made recently by the Division of Purchase and Contract. These contracts, effective April 1, 1939 to March 1, 1940, are as follows:

1. ATHLETIC AND SPORT EQUIPMENT:
CONTRACTOR: BEESON HARDWARE CO., HIGH POINT, N.C. TERMS: 2% - 20 DAYS
Contractor offers "Goldsmith" complete line of Baseball, Softball, Track, Tennis and Miscellaneous Supplies and Equipment at LIST PRICES LESS 41%.
Write contractor for complete catalog.

2. PHYSICAL EDUCATION EQUIPMENT:
The following items have been recommended and approved by State school officials for use in promoting health programs in the schools of North Carolina.
CONTRACTOR: BEESON HARDWARE CO., HIGH POINT, N.C. TERMS: 2% - 20 DAYS

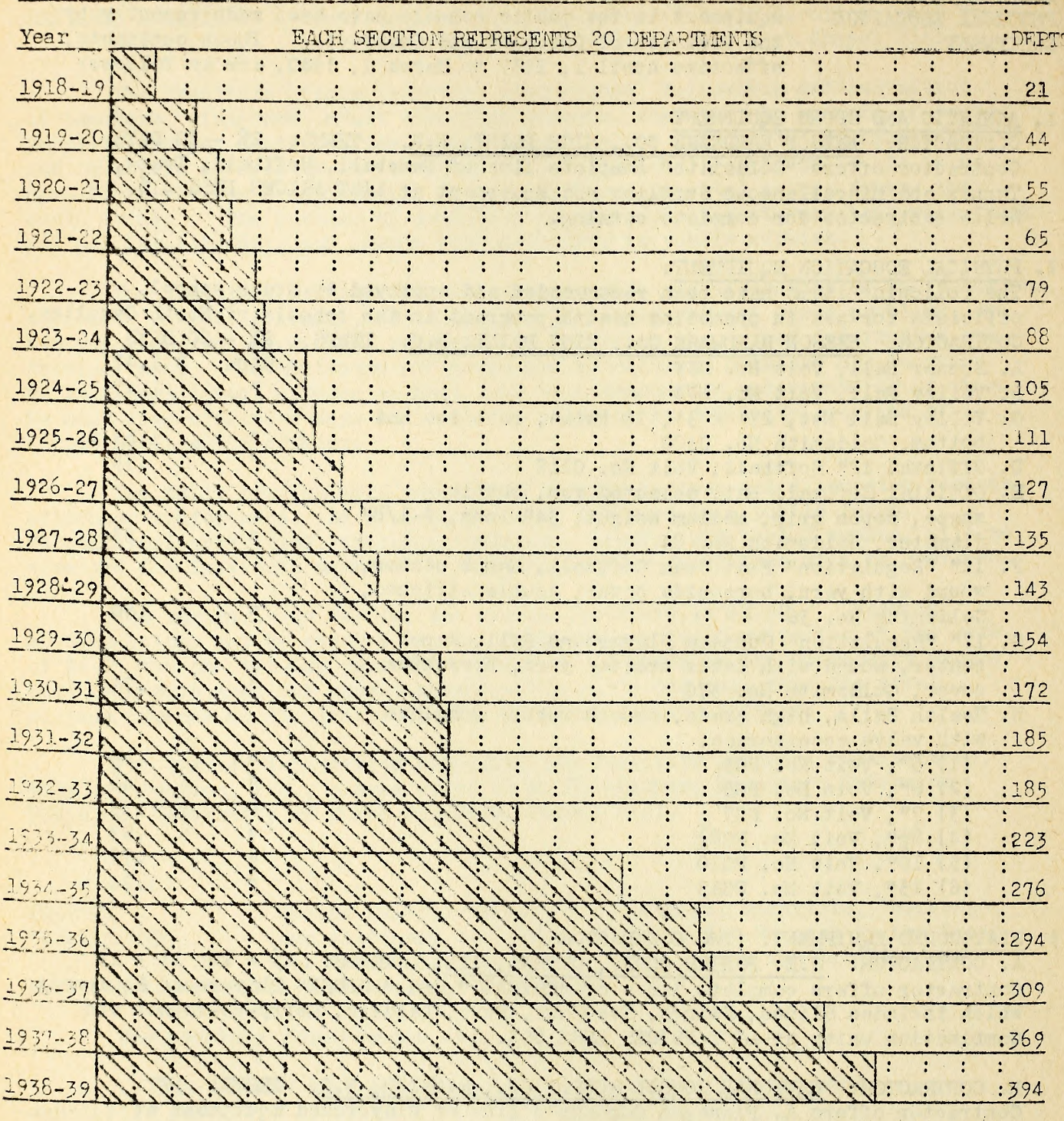
A. Soccer Ball, Voit No. RS3	EACH	$ 1.47
B. Volley Ball, Voit No. RV4	"	1.47
C. Volley Ball Net, 27' x 3', 12 twine, rope top and bottom, Goldsmith No. C120	"	1.63
D. Official 12" Softball, Voit No. C112	"	.75
E. Official Softball Bat; selected ash, bottle shape, zepon grip, medium weight, 34" long, 2-1/8" diameter, Goldsmith No. 84	"	.53
F. 12" "Regulation" Flat Seam Softball, Kapok center, wound with yarn, horsehide cover, double stitched, Goldsmith No. 36	"	.80
G. 12" "Regulation" Outseam Playground Ball, Kapok center, wound with Latex treated yarn, horsehide cover, Goldsmith No. 370	"	.71
H. Health Balls, high grade, smooth rubber complete with valve accessories:		
(1) 5", Voit No. PG5	"	.28
(2) 6", Voit No. PG6	"	.46
(3) 7", Voit No. PG7	"	.53
(4) 8½", Voit No. PG8½	"	.63
(5) 10", Voit No. PG10	"	.78
(6) 13", Voit No. PG13	"	1.24

3. PLAYGROUND EQUIPMENT: (TWO CONTRACTORS)
A. CONTRACTOR: J.E. PORTER CORP., OTTAWA, ILL. TERMS: 2% - 10; 1% - 15
Contractor offers complete lines of "CHICAGO" and "LOUDEN" Playground Equipment which includes Slides, Swings, See-Saws, Bars, Ladders, Merry-go-rounds and Combination units at LIST PRICES LESS 60%.

B. CONTRACTOR: NATIONAL SCHOOL SUPPLY CO., RALEIGH, N.C. TERMS: NET
Contractor offers A. Flanagan Company's line of Playground Equipment at LIST PRICES LESS 11-1/2%, F.O.B. Factory.
WRITE CONTRACTORS FOR CATALOGS AND PRICE LISTS.

4. GYMNASIUM EQUIPMENT:
CONTRACTOR: J.E. PORTER CORP., OTTAWA, ILL. TERMS: 2% - 10; 1% - 15
Contractor offers complete line of "LOUDEN" Gymnasium Equipment, including various Bars, Bells, Backstops, Exercising Machines, Mats and Standards at LIST PRICES LESS 50%.
WRITE CONTRACTOR FOR CATALOG AND PRICE LISTS.

INCREASE IN DEPARTMENTS OF VOCATIONAL AGRICULTURE
1918-19 to 1938-39



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NEW DEPARTMENTS OF HOME ECONOMICS

Thirty-two departments of the vocational program of home economics were approved for 1938-39 in white schools. These are located at Taylorsville, Chocowinity, Shallotte, Sand Hill, Valley Springs, Hartsell, Beaufort, Edenton, Moyock, Bessemer City, Sumner, Gibsonville, Canton, Huntersville, Oakhurst, West End, Nashville, Chapel Hill, Chicod, Orrum, Maxton, Rockwell, Spencer, Richfield, Mt. Park, Columbia, Waxhaw, Creswell, North Wilkesboro, Lucama, Goldsboro, Shelby. Four were allotted to Negro schools at Powellsville, Lincoln Academy, Oxford and Burlington.

H. S. GIRLS' PHYSICAL EDUCATION ASSOCIATION

A High School Girls' Physical Education Association was organized at the annual meeting of the North Carolina Education Association held in Raleigh, March 23, 24 and 25, this year. Miss Olive Brown of the Durham High School, Durham, was elected president and Mrs. B. B. Bray of the Needham Broughton High School, Raleigh, treasurer. The election of a secretary was deferred until a later date. The Association adopted a Constitution including a point system in its by-laws.

The objectives of the Association, which are given in Article II of the Constitution that was adopted, are as follows:

1. Promote such programs of athletic activities for all girls and women as shall meet their needs, and as shall stimulate interest in activities that are suited to all ages and capacities.

2. Promote competition that stresses enjoyment of sport and the development of sportsmanship and character rather than those types that emphasize the making and breaking of records and the winning of championships for the enjoyment of of spectators or for the athletic reputation of commercial advantage of institutions and organizations.

3. Promote interest in awards for athletic accomplishment that have little or no intrinsic value.

4. Promote educational publicity that places the emphasis upon sport and its values rather than upon the competitors.

5. Promote the use of suitable costumes for athletic activities.

6. Promote the provision of sanitary and adequate environment and facilities for athletic activities.

7. Promote the apportionment of adequate time allotment for a physical education program such as shall meet the needs of the various age groups for growth, development and the maintenance of physical fitness.

8. Promote the training and employment of women administrators, leaders, and officials who are qualified to assume full responsibility for the physical education and recreation of girls and women.

9. Protect the health of the girls and women through the promotion of medical examination and medical "follow-up" as a basis for participation in athletic competition, and of a system of supervision that shall assure a reasonable and sane attitude toward participation in activities at times of temporary physical unfitness.

10. Protect athletic activities for girls and women from the dangers attendant upon competition that involves travel, and from their commercialization by interest in gate receipts.

The point system which was adopted provides for awards of State and local monograms and State pins. These awards are to be made on the basis of points for individual and team sports conducted as intra-mural activities. This type of girls' physical education program attempts to provide opportunities and incentives for greater participation on the part of a large number of girls.

Physical education directors or principals interested in joining the Association are asked to get in touch with Miss Clive Brown, Durham High School, Durham, N. C. A copy of the Constitution of the State Association introducing the point system and a specimen local constitution may be secured from Chas. E. Spencer, Adviser in Physical and Health Education, State Department of Public Instruction, Raleigh, N. C.

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NOTES ABOUT PUBLICATIONS

THE PEABODY BIMONTHLY BOOK NOTES published by the Library School of George Peabody College for Teachers, Nashville, Tennessee, contains in the January issue A Budgeted Selection of Professional and Cultural Books for a Teachers' Library. Schools which have professional libraries will find this annotated list of books interesting. The bulletin may be obtained, on request, by any interested educator.

One of the few newspapers published by private high schools which comes regularly to this office is THE FLETCHER NEWS LETTER, published by the Asheville Agriculture School and Mountain Sanitarium. The February issue contains a brief account of the special health program of which is being carried on at this school during the present session. The health committee is in charge of the program and many fine things have been accomplished in the way of health service.

THE FULL MOON, newspaper published by the Albemarle High School, is a well-balanced publication and conveys to the reader a very good impression of many phases of the high school program.

The March issue of the HIGH SCHOOL JOURNAL carries many interesting articles. Attention of high school teachers and principals is called to two articles:

(1) "New Type Commencement at Henderson", by William B. Payne. This is an account of one principal's attempt to vitalize the commencement program.

(2) "Education for American Life", by Dr. Harl R. Douglass - This article is a discussion of the "Report of the New York Regents' Inquiry". High school teachers and principals will find the recommendations for secondary education of particular interest.

An article appearing in the March issue of the NORTH CAROLINA EDUCATION on "Chemistry Procedures in the Henderson High School" by Robert B. Harrison and W. D. Payne is well worth the attention of teachers of science. Mr. Harrison has succeeded in solving a problem common to a great many of the science departments in North Carolina high schools.

A rather unusual publication by a county superintendent, is the recently issued history of COLUMBUS COUNTY SCHOOLS FROM 1808 TO 1938, by H. D. Browning, Jr., Superintendent of the Columbus County Schools.

OFFICE OF EDUCATION CONTINUES TO PROMOTE PUBLIC AFFAIRS EDUCATION

New Forum Program Dr. John W. Studebaker, Commissioner of Education and Demonstrator of the Federal Forum Project, sponsored by the Office of Education, Department of the Interior, announced recently that the forum program will be continued through June 30, 1939. The new program provides funds to fifteen State Departments of Education with which to employ Counselors, one in each State. It is through this program that North Carolina has been able to provide a Forum Counselor.

Forum Counselor Appointed Superintendent Clyde A. Erwin has announced the appointment of Mr. A. B. Combs of the Division of Instructional Service as Forum Counselor for North Carolina. He will have the following responsibilities:

1. Assisting the State Forum Committee in surveying needs and resources in the field of adult civic education.

2. Planning, organizing and conducting conferences of superintendents of schools in a few areas of different parts of the State to explore the possibilities of organizing school-managed public affairs education for adults.

3. Advising with school authorities concerning various types of programs suited to local conditions and resources. Where State funds are available for adult education, assisting local administrators in planning the best use of such funds for adult civic education.

4. Assisting the State Department in the development of plans or proposals for the future improvement of this phase of public education through State aid.

The explanation of the study of forums at this time of the year is the desire to give school people information concerning demonstrations in North Carolina and other states, and to interest superintendents and principals in making plans for forums for the session 1939-40.

The Forum Planning Handbook prepared by J. W. Studebaker, Commissioner of Education and the Administrator of Federal Forum Demonstrations, and Chester S. Williams, Assistant Administrator of Federal Forum Demonstrations, will soon be off the press and can be used as a study manual on practical plans for school-managed community forums.

Forum Publications Principals and teachers interested in forums for high school students and out of school youth will find very valuable assistance in the publication "Forums for Young People, Bulletin 1937, No. 25". This and other publications are listed below:

CHOOSING OUR WAY, A Study of America's Forums, 1937, Miscellany No. 1. Price, 35 cents.
Analyzing the programs of the 19 demonstration centers and presenting a survey of 431 other forums.

FORUMS FOR YOUNG PEOPLE. Bulletin 1937, No. 25. Price, 15 cents.
A study of forum programs in high schools and colleges and for out-of-school youth.

PRINTED PAGE AND THE PUBLIC PLATFORM. Bulletin 1937. No. 27, Price 20 cents.
A handbook dealing with the relation of reading to discussion and of libraries to forums.

PUBLIC AFFAIRS PAMPHLETS. Bulletin 1937, No. 3. Price 10 cents.
An annotated bibliography of 660 pamphlets by various publishers.

SUPPLEMENT NO. 1 to Bulletin 1937, No. 3. Price 10 cents.
Brings this index up to date by listing 500 additional pamphlets.

A STEP FORWARD FOR ADULT CIVIC EDUCATION. Bulletin 1936, No. 16, Price 10 cents.
A preview of the program planned for September 1936 to January 30, 1937, in 10 demonstration centers.

EDUCATION FOR DEMOCRACY. Bulletin 1935, No. 17. Price 10 cents.
A brief digest of the Des Moines forum plan and special attention to technique of operating forums.

SAFEGUARDING DEMOCRACY THROUGH ADULT CIVIC EDUCATION. Bulletin 1936, No. 6. Price 15 cents.
A compilation of several addresses and papers presented by the United States Commissioner of Education.

These publications may be secured from the Superintendent of Documents, United States Government Printing Office, Washington, D. C., at the prices indicated. Orders for 100 or more copies of any given title receive a 25 per cent reduction price.

The State Department of Public Instruction will appreciate hearing from superintendents, principals, and teachers concerning forums which are being conducted in the State, and the Forum Counselor will be glad to assist in organizing study groups if such assistance is requested.

State Officials — Chief State School Officers in the States which will have Forum Counselors and the Counselors they have selected are as follows:

Chief State School Officer	Field Counselor
T. H. Alford, Little Rock, Arkansas	C. E. Dicken
W. F. Dexter, Sacramento, California	V. Landreth
M. D. Collins, Atlanta, Georgia	E. Woodward
J. S. Vandiver, Jackson, Mississippi	B. F. Brown
C. H. Elliott, Trenton, Jew Jersey	F. W. Ingvolstad
C. A. Erwin, Raleigh, North Carolina	A. B. Combs
A. E. Thompson, Bismarck, North Dakota	S. T. Lillehaugen
E. N. Dietrick, Columbus, Ohio	C. W. Howell
Rex Putnam, Salem, Oregon	Ralph Hawkins
L. K. Ade, Harrisburg, Pennsylvania	Dorothy Phillips
J. H. Hope, Columbia, South Carolina	Histler Rhoad
L. A. Woods, Austin, Texas	L. H. Griffin
F. L. Bailey, Montpelier, Vermont	Roy Bowman
S. F. Atwood, Olympia, Washington	W. P. Tucker
John Callahan, Madison, Wisconsin	W. W. Detert

NORTH CAROLINA STATE MUSEUM
(Information Circular 39-3)

NORTH CAROLINA STATE LIBRARY

BIRDS OF NORTH CAROLINA

One may assume that feathered forms of life evolved in this area much as they did elsewhere on land areas, although fossil birds and flying reptiles have not as yet been recorded from North Carolina.

Historical

Drawing upon the book Birds of North Carolina (now out of print for several years), we find the first historical bird record made by Captain Barlowe, who visited our coast with Captain Amadas in 1584. He states "under the bank or hill whereon we stood, we beheld valleys replenished with goodly cedar trees, and having discharged our harquebus shot, such a flock of cranes (the most part white) arose under us, with such a cry redoubled by many echoes, as if an army of men had shouted together.

In 1586, Thomas Hariot came likewise to Roanoke Island and made a list of the birds he found there. Of them he records "Turkey-cocks and turkey-hens, stock doves, partridges, cranes and herons, and in winter great store of swan and geese. Of all sorts of fowl, I have names in the country language, of four score and six; of which number, besides those that be named, we have taken, eaten, and have the pictures as they were drawn, with names of the inhabitants; of several strange sorts of water fowl eight, and seventeen kinds more of land fowl, although we have seen and eaten many more which for want of leisure there for the purpose could not be pictured; and after we are better furnished and stored upon further discovery with their strange beasts, fish, trees, plants and herbs, they shall be published. There are also parrots, falcons, and merlin-haws, which although with us they be not used for meat, yet for other causes I thought good to mention."

Next is John Lawson, Surveyor, for he devotes ten pages of his History of North Carolina - published in 1714, in London - to the birds he observed in the State. Not being an ornithologist, his work abounded in errors, but - analyzed - it yields some valuable information. Of the Passenger Pigeons - extinct now since 1914 - he says "I saw such prodigious flocks of these pigeons in January and February, 1701-02 (which were in the hilly country between the great nation of the Esaw Indians and the pleasant stream of Sapona, which is the west branch of Clarendon, or Cape Fear River), that they had broken down the limbs of a great many large trees all over those woods, whereon they chanced to sit and roost; especially the great pines, which are more brittle wood than our sorts of oak are. These pigeons, about sunrise, when we were preparing to march on our journey, would fly by us in such vast flocks that they would be near a quarter of an hour before they were all passed by; and as soon as that flock was passed another would come, and so successively one after another for a greater part of the morning. It is observable that wherever these fowl come in such large numbers, as I saw them then, they clear all before them, scarce leaving one acorn upon the ground, which would doubtless be a great prejudice to the planters that would seat there, because their swine would be thereby deprived of the mast. When I saw such flocks of the pigeons I now speak of, none of our company had any sort of a shot than that which is cast in moulds, and was so very large that we could not put above ten or a dozen of them into our largest pieces. Wherefore we made but an indifferent hand of shooting them; although we commonly killed a pigeon for every shot. They were very fat and as good pigeons as ever I eat.

Col. William Byrd, who surveyed the North Carolina-Virginia boundary in 1728, observes relative to Carolina Paroquet - now extinct here - "very few in this country have the industry to plant orchards, which in a dearth of rum might supply them with much better liquor. The truth is there is one inconvenience that easily discourages lazy people from making this improvement. Very often in

autumn when the apples begin to ripen they are visited with numerous flights of parroquets, that bite all the fruit to pieces in a moment for the sake of the kernels. The havoc they make is sometimes so great that whole orchards are laid waste in spite of all the noises that can be made or mawkins that can be dressed up to frighten them away. These ravenous birds visit North Carolina only during the warm season, and so soon as the cold begins to come on, retire back towards the sun. They rarely venture so far north as Virginia, except in a very hot summer, when they visit the most southern parts of it. They are very beautiful, but, like some other pretty creatures, are apt to be loud and mischievous."

Dr. John Brickel published a book in 1737 known as "The Natural History of North Carolina." He listed 128 kinds of birds, but his facts and errors are curiously similar to those of John Lawson and are consequently of little scientific value.

Passing from these early explorers we come to Alexander Wilson. He (about 1810) was apparently the first real ornithologist to do field work in North Carolina. His writings and drawings were published in the American Ornithologist and this work won for him the title of "Father of American Ornithology." On one of his trips through North Carolina, he found an Ivory-billed Woodpecker about 12 miles north of Wilmington. This is the northermost record of this species which has long since been extinct in this State. He writes:

"This bird was only wounded slightly in the wing, and, on being caught, uttered a loudly reiterated and most piteous note, exactly resembling the violent crying of a young child; which terrified my horse so as nearly to have cost me my life. It was distressing to hear it. I carried it with me in the chair, under cover, to Wilmington. In passing through the streets its affecting cries surprised every one within hearing, particularly the females who hurried at the piazza of the hotel, where I intended to put up, the landlord came forward, and a number of other persons who happened to be there, all equally alarmed at what they heard; this was greatly increased by my asking whether he could furnish me with accommodations for myself and my baby. The man looked blank and foolish, while the others stared with still greater astonishment. After diverting myself for a minute or two at their expense, I drew my woodpecker from under the cover, and a general laugh took place. I took him upstairs (at the hotel) and locked him up in my room, while I went to see my horse taken care of. In less than an hour I returned, and, on opening the door, he set up the same distressing shout, which now appeared to proceed from grief that he had been discovered in his attempts to escape. He had mounted along the side of the window, nearly as high as the ceiling, a little below which he had begun to break through. The bed was covered with large pieces of plaster; the lath was exposed for at least 15 inches square, and a hole, large enough to admit the fist, opened to the weatherboards; so that, in less than another hour he would certainly have succeeded in making his way through. I now tied a string around his leg, and fastening it to the table, again left him. I wished to preserve his life, and had gone off in search of suitable food for him. As I reascended the stairs I heard him again at work, and on entering had the mortification to perceive that he had almost entirely ruined the mahogany table to which he was fastened, and on which he had wreaked his whole vengeance.

While engaged in taking the drawing, he cut me severely in several places, and, on the whole, displayed such a noble and unconquerable spirit that I was frequently tempted to restore him to his native wildness. He lived with me nearly three days, but refused all sustenance, and I witnessed his death with regret."

NOTE: This circular will be continued with accounts of more recent ornithological work dating from about 1870.

PICTURE BOOKS FOR SLOW READERS

The following list of picture books for young adults with very low reading ability appears in the latest News Letter of the A.L.A. Committee on Institution Libraries. The subject matter is adult or nearly so and the texts are brief and simply written. The books are noted as samples of the hundreds like them now being published.

Bormann, Henry H. Bridges. Macmillan, 1934. $2.50.
Types of bridges explained by pictures and few words.

Edelstat, Vera. A Steam Shovel for Me! Stokes, 1933. $1.50.
Good choice for those just beginning to read.

Floherty, John J. 'Board the Airliner. Doubleday. $2.00.
_____ Fire Fighters! Doubleday. $1.00
_____ Guardsmen of the Coast. Doubleday. $2.00.
Mr. Floherty's picture stories are the finest on the market for our purposes. Others available.

Grant, Gordon. New Story of the Ship. McLoughlin Brothers, 1937. $2.00.
Evolution of the ship told by pictures.

Hall, Charles G. Through by Rail. Macmillan, 1938. $1.50.
Recommended for those who are able to read a little better than average of this group. Fine history of the development of railroading.

"K.O.S." Just Horses. Macmillan, 1930. $2.00.
Clever tinted drawings of different breeds with brief descriptions.

Lambert, Clara. Talking Wires. Macmillan, 1935. $2.50.
Of special interest is the job of linesman. Good introduction to this and other jobs in the business. More text than we should like but pictures are entertaining and instructive.

Lent, Henry B. Diggers and Builders. Macmillan, 1931. $2.00.
Not about engineers or architects but the men who do the manual labor. Considerable text. Illustrated with silhouettes.

Lilienthal, Sophie. Sails, Wheels, and Wings. Grosset, 1937. 50¢
Delightful photographs telling the history of transportation.

Meredith, Cliff. Fire! Reynal, 1934. $1.75.
One of the best books for this group. Large pictures. Brief notes.

Petersham, Maud and Miska. The Story Book of Aircraft. Winston, 1935. 60¢
_____ The Story Book of Coal, Winston, 1935. 60¢
_____ The Story Book of Gold. Winston, 1935. 60¢
_____ The Story Book of Houses. Winston, 1933. 60¢
_____ The Story Book of Oil. Winston, 1935. 60¢
_____ The Story Book of Ships. Winston, 1935. 60¢
_____ The Story Book of Moses. Winston, 1938. 90¢
Like the Floherty series, the Petersham picture books give instruction in matters of interest to adolescents and adults. Attractive pictures. There are additional titles in this series.

Pryor, William and Helen. The Airplane Book. Harcourt, 1935. $1.00
_____ The Paper Book. Harcourt, 1936. $1.00.
Still another fine series of picture books which contain information of interest to many individuals in this group. Attractive illustrations.

LAWS, OPINIONS, RULINGS

BOARD OF EDUCATION OF WILSON COUNTY V. TOWN OF WILSON

The following summary of the Board of Education of Wilson County v. Town of Wilson case was brought before and affirmed by the Supreme Court in a decision filed March 8, 1839:

1. Schools: Municipal Corporations - County board of education held not entitled to recover from municipality funds allocated to it by State from intangible tax, even though municipality is in nowise liable for maintenance of constitutional school term.

The State, through its appropriate agency, allocated to defendant municipality upon the basis set out in the statute, a portion of the tax collected by the State on intangible personal property. Schedule H, Art. VIII, of ch. 127, Public Laws of 1937. There was no school district coterminous with the corporate limits of the municipality, and the municipality in its corporate capacity was charged with no responsibility for providing facilities and equipment for the maintenance of the constitutional school term within its limits, and had no bonded or other indebtedness outstanding for this purpose, the county having assumed all district school bonds, including the district in which the municipality was included. The county board of education instituted this action for the recovery of the funds claiming that the act required their expenditure for school purposes. Art. V. sec. 6; Art. IX, secs. 2 and 3. Held: The county board of education is not entitled to recover the funds, since it could not expend the funds as agent of the municipality in discharging the debts of the municipality for school purposes since the municipality had no such debt, nor could it expend such funds for school purposes in any of its districts since there was no district coterminous with the municipal limits and such expenditure would take taxes collected from citizens of the municipality and expend same in part for the benefit of those living outside its limits, and since the act does not provide for distribution of the funds to the county board of education in such cases and such provision may not be interpolated therein, and since by a proper construction of the act the provision for expenditure for school purposes may relate to counties rather than to cities and towns. The right of the State to recover such funds, Art. V, sec. 7, is not presented, the State not being a party.

2. Statutes -

The courts may not interpolate provisions which are wanting in a statute and thereupon adjudicate the rights of parties thereunder.

3. Trusts - The doctrine of cy pres does not prevail in North Carolina.

While ordinarily equity will not permit a trust to fail for want of a trustee, and in a proper case may appoint the trustee, this principal does not extend to the expenditure of the trust funds for another purpose or for the benefit of those outside the territorial limits designated in the trust, or where the purpose of the trust has failed, the doctrine of cy pres not prevailing in this jurisdiction.

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OFFICE HOLDING

Question: Can a county health officer serve as a local school committeeman? Answer: Answering your inquiry based upon the letter of Mr. _____, the positions of County Health Officer and of School Committeeman are both officers within the prohibition of Article XIV, Section 7, of the Constitution. - Attorney General, March 31, 1938.

THE TEACHER

They called Him Teacher, too,
That lowly Nazarene
Who was the Way, the Truth, the Life
itself.
By Galilean lakes so blue, serene,
He in His gentle way
And simple form, did share
His Wisdom with the seekers of His day;
The Master of all teachers. Nor did he
care

For creed or biased opinions,
Or pompousness - but love -
A simple thing all men must need,
And truth and kindliness,
To offset hate and lies and greed.
These were His texts and tools
By which He molded men. The silly rules

We fuss and fret about were all so vain
To One who had compassion for all men,
And little Ones. His words, like rain,
Fell gently, and like the rain did send
New life and hope and love arrayed
In robes of tolerance and faith;
For so He taught and prayed.

I too shall dare to teach
Not only texts and ever-changing rules,
But these entrusted to my skill;
To mold their fresh and unresisting minds
To shape their thoughts for good - and
still
Be mindful that these things abide
Above all else - truth, tolerance, and love,
Whate'er betide.

- K. Stevenson Shaffer in the
Journal of the National
Education Association.

Apr 15 39

LIBRARIAN,

N. C. STATE LIBRARY,

RALEIGH, N. C.



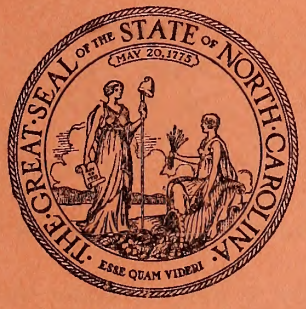
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NORTH CAROLINA STATE LIBRARY

VOLUME III NUMBER 9

MAY, 1939

NORTH CAROLINA PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

May 5, 1939

To Superintendents, Principals and Teachers:

In this last number of the BULLETIN for the school year, I wish to express my appreciation to the teachers, principals and superintendents of the State for their splendid cooperation throughout the entire period. I believe that we are closing the most successful year in the history of the public school system.

There have been very few epidemics, the weather has been good, very few accidents have occurred, and complaints have almost disappeared. On the whole, the public has supported the school program loyally, and with this support I believe we have reached an all-time high in school-mindedness among the parents and patrons of the schools.

No small part of this improved school support has been due to the foresight and management of the superintendents, to the planning and judgment of the principals, and to the attention and instructional service given by the classroom teachers of the State. You people are the advance guard of public education in North Carolina for the future years. The citizenship of tomorrow is largely in your hands today. I know that this citizenship will be safe, because I know you.

In closing, I wish for each of you a most pleasant vacation, and that we may work together next year for the further improvement of the public schools.

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

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NORTH CAROLINA

PUBLIC SCHOOL BULLETIN

Volume III May, 1939 Number 9

Issued monthly by the State Superintendent of Public Instruction, Raleigh, N. C.

Quotation: 'Tis education forms the common mind:
Just as the twig is bent the tree's inclined. - Pope.

EDITORIAL COMMENT

FINAL NUMBER FOR THE YEAR

Contrary to the line above, this BULLETIN is issued only during nine months of the year. This number, therefore, completes the third volume of this publication. In this final number we wish to state that it has been a pleasure (of course we were paid for the work) for us to put this little bulletin together each month. We hope you have enjoyed looking it over as it came out each time. It is our impression that you have liked it, and that naturally pleases us. We have tried to make it as informative as possible. If you have any suggestions for its improvement in the future we shall be glad for you to write us. - The editors.

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GUEST EDITORIAL

Despite the fact that there were several changes in superintendents, who had rendered the schools a distinct service, we think the following editorial from the Kinston FREE PRESS is not only timely but commendatory:

"There has been a general reelection of county school superintendents in this part of North Carolina. It seems that nearly all of the men who have headed county systems the past two years have been reelected. Some of them have held their offices for years.

"Certainly the rural schools of Eastern Carolina have been well administered in recent years. Education has made marked strides.

"We who live in the section would do well to give a thought to the capable men and women who in the roles of superintendent, principal and teacher run our schools and do so much for our boys and girls. The schools are much better than a decade ago, and to the executives and teachers goes the credit."

Elsewhere in this BULLTIN will be found a list of new superintendents, who will serve for the next two years.

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BIENNIAL REPORT RECEIVES PRAISE

We are happy to record the fact that many very favorable comments have been made concerning the Biennial Report of the State Superintendent, Part I, for 1936-38. Both in- and out-of-State educators have stated that the North Carolina Report is one of the best they have seen.

Miss Bess Goodykoontz, Assistant Commissioner of Education, Office of Education, Washington, D. C., wrote Supt. Erwin, as follows:

"I want to add my congratulations for a very instructive and attractive booklet. I read carefully your clear and forceful introductory statement concerning the road that North Carolina has travelled educationally, the milestones passed, and the encouraging view you take of the immediate future for the schools. I think this statement, given wide publicity, should be of great help.

"There are so many excellent features of the Report that one cannot comment on all of them. I do, however, want to say that I think the small summary tables, which are very specific and easy to interpret, are excellent and placed right beside the text, as they are, they really serve the purpose that tables should serve of substantiating the general textual comment. Again, the organization of the curriculum section is, I think, particularly worthy of note. The fact that there is not one section for the elementary curriculum and another section for the secondary curriculum shows that the school curriculum in North Carolina is meant to be a continuous process, not one broken up into segments. I am sure this must have taken thoughtful planning if not a good deal of promotional work to accomplish.

"I want to say that I think your Report is valuable, not only to people of North Carolina, but to people throughout the country who are interested in schools. As a cooperative enterprise, it exhibits real pride in the schools and in their past progress, and proves that there is a clear view of what the next steps ought to be."

Another Letter — Supt. John Callahan of the State of Wisconsin also likes our Report. He states, "I wish to say that I think this is the best Biennial Report that I have had an opportunity to look over in the past eighteen years."

"I am wondering," he states further, "if you could furnish me with about fifteen copies of this as I would like to put one in the hands of each member of our senate and assembly education committees. It would give them a definite notion that there are other places in the country that are moving toward better things educationally, even faster probably than we are."

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CONTRACT FORMS — Under the new school law, section 7, "all principals and teachers shall enter into a written contract upon forms to be furnished by the State Superintendent of Public Instruction before becoming eligible to receive any payment from State funds."

Forms printed and used last year have been furnished those superintendents who have requested them. The Attorney General has ruled that these forms may be used, although the law reference is to the 1937 Act, if the chapter number (the sections are the same in the 1939 law) is changed to 358 and the year to 1939 in the first paragraph of the form.

In this connection it might be said that an order is being placed for a new supply of contract blanks and they will be furnished upon request when available for distribution.

A letter has been sent to superintendents by Supt. Erwin suggesting that the change referred to above be made in the contract forms, and urging that contracts be entered into by all teachers and principals in compliance with the law. "It is understood," Supt. Erwin states, "that the State School Commission will enforce this provision of the law."

YOUR SCHOOL LUNCHROOM - IS IT AN EDUCATIONAL DEVICE?

"We have come to accept the school cafeteria or lunchroom as a service to be expected in any modern school just as we have come to expect classrooms or laboratories to be provided for the education of boys and girls. Many times when things are taken for granted it is evident that we are doing no more thinking or planning about or for them. The lunchroom often receives such treatment, and in time ceases to offer the real educational value to students which it easily can."*

Have you ever stopped to consider why the school lunchroom came into being? In general, four reasons are given; namely, to supplement food brought from home with a hot dish, to supplement a too meager food supply at home, to raise funds for school purposes, and lastly, to centralize eating in the school.

The four reasons listed above are important but they show a decided lack of planning for broad educational values which are to be derived from a well managed lunchroom.

How does it function in the health program of your school? Are standards of appearance, light, cleanliness, and ventilation maintained? Does the room have an appearance that is homelike, colorful and orderly? Do flowers, curtains, pictures and color demonstrate art principles as taught throughout your curriculum? Your students could make many practical applications here and get that satisfying feeling that comes from creative expression.

It is a well established fact that food is more easily digested when surroundings are quiet and pleasing, free from pungent odors, with pleasant conversation reigning. Can you rate your department A on the psychological appeal that it makes? Hygiene emphasizes clean hands before eating. Is ample time allowed for this? Do the teachers encourage the observance of this practice? Are sanitary facilities available and near the lunchroom?

Is there sufficient equipment and adequate space allotted for the preparation of food and service of meals to large numbers? If not, are you attempting to meet nutritional problems with supplementary hot dishes, carefully prepared under sanitary conditions and sold at minimum charges? Your home economics teacher may be able to offer suggestions to meet these problems. Do not attempt an elaborate plan until you are sure that it is workable. A top heavy plan takes too much effort and time on the part of the lunchroom manager and is apt to be unsuccessful. Especially is this true when a home economics teacher has this responsibility on top of an already heavy teaching load.

The lunchroom is an excellent place for social training and observance of the amenities of life. Pupils and teachers can eat together, hold committee meetings over soup bowls and enjoy fellowship and training from such contacts.

Does the manager emphasize good food selection or is this a matter of chance? Do you serve well balanced meals in the cafeteria? The many bottles of soda water and the sweets which are in the foreground frequently set up a suspicion of doubt in a visitor's mind. Perhaps the teachers should put into personal practice more of their health education courses.

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*Dr. Freda Winning, Dept. of Home Economics, N.Y. University.

In reply to all the questions asked in this article you would probably like some help in evaluating the contribution of your lunchroom. A lunchroom score card sets up the following interesting points as bases for judging:

1. Sanitary conditions
2. Food requirements
3. Attractiveness of rooms
4. Service
5. Health practices in the lunchroom
6. Courtesy and good manners

The committee on publications, Blanche Tansil, chairman, announces that a bulletin on school lunchrooms, planned specifically for the home economics teacher who has to assume the responsibility for the school lunch, will be on sale at the meeting of the American Home Economics Association in San Antonio in June. - C.T.D.

NOTES AND ANNOUNCEMENTS

SUPERINTENDENTS CHANGE JULY 1

In the following units changes have been made in the office of superintendent:

Morganton	-	Wm. S. Hamilton replaces W. F. Starnes
Cabarrus	-	C. A. Furr replaces S. G. Hawfield
Cherokee	-	Lloyd Hendrix replaces A. L. Martin
Jackson	-	A. C. Moses replaces M. B. Madison
Macon	-	Curtis Price replaces M. D. Billings
Madison	-	G. B. Rhodes replaces D. M. Robinson
Mitchell	-	Jason B. Deyton replaces R. B. Phillips
Northampton	-	N. L. Turner replaces P. J. Long
Pamlico	-	Dallas Mallison replaces T. G. Leary
Tyrrell	-	W. T. Crutchfield replaces R. H. Bachman
Union	-	E. H. Broome replaces E. D. Johnson
Wilson (city)		S. G. Chappell replaces K. R. Curtis
Yadkin	-	Fred Hobson replaces J. T. Reece

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"THE LOST COLONY" ANNOUNCES THIRD SUMMER SEASON

The third summer season of Pulitzer Prize Winner Paul Green's "The Lost Colony" will begin a twelve-week season at the huge Waterside Theatre here July 1, according to an announcement made recently by D. Bradford Fearing, President of the Roanoke Island Historical Association, which is sponsoring the historical drama.

Produced originally as part of the 350th anniversary celebrating the founding of the first English colonies in the New World and the birth of Virginia Dare - the first English child born on American soil - "The Lost Colony" is being repeated by popular demand from both sides of the Atlantic. More than 175,000 persons saw it during its past two seasons.

The cast of 150 performers will include most of the original players. Of this number the majority of the actors are native islanders and fishermen who have never seen a play in their lives. These people hope someday to even play the lead roles, making "The Lost Colony" a sort of patriotic Oberammergau at the cradle of American civilization. It is presented on the very site of the original Lost Colony.

1929 LAWS ENACTED

The General Assembly of 1939 passed very few public laws pertaining to public schools. First in importance, of course, was the biennial appropriation act which included amounts, reported elsewhere in this BULLETIN, for the operation of the eight months school term, for vocational education, for adult education and for the purchase of free textbooks.

Second in importance was the School Machinery Act. This Act was set up permanent thus making it unnecessary to reenact virtually the same law, as has been the case in the past, every time the General Assembly meets. The law, Chapter 358, provides the machinery for operating the public schools.

Third in importance was the biennial omnibus act appointing boards of education in the several county units. Another act was the rural rehabilitation act providing for a loan fund from which money could be borrowed with which to erect rural vocational buildings.

The laws with reference to the injury and death of school children while riding on school busses and that with reference to providing educational advantages in State institutions to World War orphans were amended.

Two laws relating to textbooks, one providing for the adoption of texts in North Carolina History and the other to allow the State Textbook Commission to buy, sell and rent library books in the public schools, were enacted. The law governing compulsory attendance was amended to the extent of permitting county boards of education or boards of trustees in city units to employ special attendance officers.

An act to provide graduate and professional courses for the Negroes of the State was passed. Acts changing the names of the Fayetteville and Elizabeth City State Normal Schools to the Fayetteville State Teachers College and the Elizabeth City State Teachers College were also passed.

Finally, the following four resolutions were passed:

No. 21. For the suitable observance of "Flag Week".

No. 29. To provide for giving instruction in safety education in public schools.

No. 31. To authorize and empower the Governor to appoint a commission for the purpose of determining ways and means of providing more suitable and adequate instruction for exceptional children.

No. 48. Empowering the Governor to appoint a commission for the purpose of studying teachers retirement and retirement for State employees.

These laws and resolutions, with the exception of those applying to higher institutions of learning, have been collected and, together with such other public school laws enacted by the Legislature since 1929, are being printed in a pamphlet as a supplement to the School Code printed in 1929. The School Machinery Act of 1939 under authority of a special act is also being printed separately by the Secretary of State. Copies of these pamphlets will be furnished to the superintendents just as soon as they come from the press.

FORUM CONFERENCES

Forum conferences are being arranged in various sections of the State to be held during the month of May. Invitation has been issued to superintendents and principals, head teachers and supervisors in the adult education program, and to others who may be interested in a discussion of the possibilities of organizing school-sponsored forums for the session 1939-40. The schedule for the meetings and the counties involved are as follows:

Asheville	R. H. Latham, Superintendent	May 2
Counties:	Buncombe, Henderson, Transylvania, Haywood, Madison	
Hickory	R. W. Carver, Superintendent	May 3
Counties:	Caldwell, Lincoln, Alexander, Catawba, Burke	
Salisbury	J. H. Knox, Superintendent	May 5
Counties:	Rowan, Davie, Davidson, Cabarrus, Mecklenburg, Iredell	
Elizabeth City	E. E. Bundy, Superintendent	May 9
Counties:	Camden, Pasquotank, Gates, Chowan, Perquimans, Currituck, Dare	
Greenville	J. H. Rose, Superintendent	May 10
Counties:	Pitt, Wilson, Edgecombe, Lenoir, Greene, Beaufort, Martin	
New Bern	H. B. Smith, Superintendent	May 11
Counties:	Pamlico, Carteret, Jones, Onslow, Craven	
Lumberton	J. P. Moore, Superintendent	May 13
Counties:	Robeson, Scotland, Bladen, Cumberland, Columbus	
Greensboro	B. L. Smith, Superintendent	May 17
Counties:	Guilford, Forsyth, Randolph, Rockingham, Alamance	
Henderson	E. M. Rollins, Superintendent	May 18 Tentative
Counties:	Vance, Warren, Franklin, Granville	
Boone	Dr. B. B. Dougherty, President	May 23 Tentative
Counties:	Watauga, Avery, Mitchell, Ashe, Alleghany, Wilkes	
Cullowhee	Dr. H. T. Hunter, President	May 24 Tentative
Counties:	Jackson, Macon, Swain, Graham, Cherokee, Clay	

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DANGER FROM BLASTING CAPS

With the coming of summer, school authorities and teachers are again being asked to help inform the children of the State about the dangers of playing with blasting caps. Children and others inexperienced with explosives should not touch a blasting cap. Yearly records since 1926 indicate the following number of children under sixteen years of age have been injured:

1927	-	281 children	1933	-	198 children
1928	-	225 "	1934	-	246 "
1929	-	344 "	1935	-	235 "
1930	-	327 "	1936	-	213 "
1931	-	292 "	1937	-	165 "
1932	-	171 "	1938	-	206 "

A word of warning now is certain to be of more value than one sounded at any other time of the year.

SCHOOL LIBRARY STATISTICS, 1937-38

The following figures were taken from Library Reports submitted from public and private (very few) elementary and high schools for the year 1937-38. The results do not include figures from all schools in the State.

	Elementary	High School	Total
Number schools reporting	1,055	915	1,970
White	886	730	1,616
Negro	169	185	354
Number pupils enrolled	428,009	180,426	608,435
White	364,832	148,225	513,057
Negro	63,177	32,201	95,378
Number books last report	747,300	922,840	1,670,140
White	682,103	793,852	1,475,955
Negro	65,197	128,988	194,185
Number books lost and discarded	46,278	45,354	91,632
White	43,281	40,543	83,824
Negro	2,997	4,811	7,808
Number books added	114,114	105,273	219,387
White	104,956	87,598	192,554
Negro	9,158	17,675	26,833
Number books now in library	815,136	982,759	1,797,895
White	743,778	840,907	1,584,685
Negro	71,358	141,852	213,210
Average number books owned per pupil	1.9	5.4	3.0
White	2.0	5.7	3.1
Negro	1.1	4.4	2.2
Number magazines	4,882	11,715	16,597
White	4,347	10,169	14,516
Negro	535	1,546	2,081
Amount spent for books and magazines	$ 89,594.42	$113,906.52	$ 203,500.94
White	83,547.70	95,346.99	178,894.69
Negro	6,046.72	18,559.53	24,606.25
Amount spent for supplies	13,479.61	27,960.83	41,440.44
White	12,604.37	24,470.16	37,074.53
Negro	865.24	3,490.67	4,355.91
Amount spent for books and magazines per pupil	.21	.63	.33
White	.23	.64	.35
Negro	.10	.58	.26
Total circulation	3,483,263.	2,387,358	5,870,621
White	3,154,328	2,112,488	5,266,816
Negro	328,935	274,870	603,805

Average circulation per pupil	8.14	13.23	9.65
White	8.65	14.25	10.27
Negro	5.21	8.54	6.33
Number teacher-librarians with some library training	124	199	323
White	88	142	230
Negro	36	57	93

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FAMILY ADDITIONS FOR STAFF MEMBERS

It is with a great deal of pleasure that the BULLETIN announces the addition of a daughter, Susan Louise, to the family of Mr. and Mrs. E. N. Peeler on April 1. Mr. Peeler, as you know, is the Secretary of the State Textbook Commission. This is the "second edition" of the Peeler "autobiography"; the first, now nearly six years old, was also a girl. If any of you catch Mr. Peeler nodding, just overlook it; he has a reason - that's not an April Fool.

Congratulations are also in order for Mr. and Mrs. Chas. E. Spencer for their new son, Charles E. Jr. Mr. Spencer, our Adviser on Health and Physical Education, is the latest addition to our official family. Mr. Spencer hopes that this young son will grow up to be a great athlete of some kind. According to his lungs, Mr. Spencer thinks he ought to make a good quarter-back, or cheer leader.

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ERWIN SPEAKS AT HEALTH MEET

Superintendent Clyde A. Erwin spoke before the North Carolina Public Health Association, meeting at the King Cotton Hotel, Greensboro, last Monday, May 1, in a symposium on the Coordination of Public Health and Related Agencies.

A plan looking toward coordination of the leadership of the State Board of Health and the Department of Public Instruction for a State-wide health program in the schools of North Carolina was announced by Supt. Erwin. "In this project", he stated, "it is contemplated that all the facilities of the State Board of Health will be united with the State Department of Public Instruction in promoting a unified and broad health program in keeping with a sound philosophy of education and the latest scientific technical knowledge concerning methods of prevention, protection, correction and education."

"In order for such a program to be effective, cooperation from many other groups must be secured", he further stated. "County and city health departments and school administrators in each county or city should study local needs, inform the public of these needs and take such steps as may be needed in securing financial and personal support of the program."

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COMMISSION NAMED TO STUDY RETIREMENT

Under the authority of Resolution No. 48, Governor Hoey recently appointed a five-man commission to study the feasibility of establishing a retirement system for teachers and other State employees. The persons appointed to this commission were: Chas. M. Johnson, State Treasurer, chairman; James A. Gray of Winston-Salem, D. Hiden Ramsey of Asheville, Holmes Davis of Wilmington and Kemp P. Lewis of Durham.

The report of this commission must be made to the Governor by July 1, 1940, in order that it may be studied by the Advisory Budget Commission in time for the 1941-43 budget recommendation.

CONSERVATION TEACHING

A six weeks' summer school in conservation teaching and school-community relationships will be inaugurated on June 12 at Norris, Tennessee, by the University of Tennessee in cooperation with the State Department of Conservation and The Norris School-Community, both of Tennessee, it was recently announced.

The primary purpose of this summer school is to offer courses directly related to the teaching of conservation. These courses will be entered around the methods, means, and importance of conserving natural resources. The Norris School will be in session part of the time and will serve as a laboratory for those taking the courses to work out actual materials and techniques of instructions.

In community relationships, a study of activities which can be carried on in developing a community school, including school and home relationships, school and community recreation, community health programs, use of community resources, and use of objective materials, will be made.

In addition to these courses, recreational activities, such as tennis courts, boating, horseback-riding, fishing, swimming, roller skating, and hiking will be at the disposal of the students. An excellent library, supplemented by contributions from outside sources, will also be available.

For further information, write to Director of the Summer Quarter, University of Tennessee, Knoxville.

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PROGRAMS ON CONSERVATION

Attention is called to a series of 27 one-half hour radio dramatizations on conservation entitled, "What Price America", being broadcast over the Columbia Broadcasting System network. The programs may be heard from 5:00 to 5:30 p.m., EST. on Saturdays. They are sponsored by the United States Department of the Interior, Division of Information, and the Columbia Broadcasting System, for the purpose of presenting interesting facts pertinent to the national problem of conserving natural resources.

The Department announces the availability upon request of a booklet with the same title, "What Price America". This booklet gives information in regard to conservation activities and needs. For a free copy, address "What Price America", United States Department of the Interior, Washington, D. C.

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FELLOWSHIPS AND SCHOLARSHIPS IN SAFETY EDUCATION

Nine fellowships and nineteen scholarships having a total value of $11,000 will be made available to advanced students in safety education for the academic year 1939-1940 by the New York University Center for Safety Education. The stipends to holders of fellowships range from $400 to $1,200, the amount in each case depending in part upon the qualifications, experience, and needs of the candidate, and his plans for future work in the field. Stipends to holders of scholarships cover tuition for safety courses.

Application blanks may be secured from the Safety Education Fellowship Committee, Center for Safety Education, New York University, 20 Washington Square, North, New York, N.Y. Applications for the 1939-1940 academic year must be received by the Committee not later than May 25, 1939.

SCHOOL FACTS FOR MARCH

Considering all moneys paid out for public schools during the year 1936-37, the following division as to source of funds was made in the March number of State School Facts, official publication of the State Department of Public Instruction:

State	55 per cent
Local (and Federal)	45 per cent

The greatest portion of the local percentage came from taxes, 17.3 per cent from district taxes, a total of 25.3 per cent. The remaining 19.7 per cent of local funds came from the sale of bonds, borrowed money, and certain miscellaneous funds. Of the total paid out for educational purposes during the year 81.2 per cent came from tax sources of one sort or another. Considering this total from tax sources as 100 per cent, it is found by State School Facts that 32.2 per cent came from local sources.

Excluding all State loans and sale of bonds, which pass through the books twice, once as a debt service obligation and second as an expenditure for objects, it was found by School Facts that the State provided 59.7 per cent and the local units 40.3 per cent of the actual funds expended during the school year 1936-37 for all purposes.

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TWO ADDITIONAL UNITS VOTE TAXES

Two additional units, Lexington and Toisnot Township which includes Elm City, have voted favorably for a local tax for operating the schools on a higher standard than that supported by State funds. The former unit voted a 12½ cents on the $100 property valuation, and the latter a 25-cent levy. An election in Leaksville for a proposed -20 cent levy failed to carry.

The complete list of units showing rate voted for special taxes for schools since 1933, when all such taxes were abolished, is as follows: 42 City Units - Albemarle (.15), Asheville (.25), Burlington (.20), Chapel Hill (.205), Charlotte (.25), Concord (.10), Durham (.20), Elm City (.25), Enfield (.10), Fayetteville (.15), Gastonia (.10), Goldsboro (.15), Greensboro (.15), Greenville (.15), Hamlet (.25), Hendersonville (.25), High Point (.15), Kannapolis (Donated), Kings Mountain (.20), Kinston (.15), Lenoir (.25), Lexington (.125), Lumberton (.15) Morganton (.12), Monroe (.15), Mooresville (.125), Mount Airy (.15), North Wilkesboro (.20), Pinehurst (.15), Raleigh (.17), Reidsville (.10), Roanoke Rapids (.50), Rockingham (.25), Rocky Mount (.30), Salisbury (.10), Sanford (.20), Shelby (.15), Southern Pines (.30), Tarboro (.10), Wadesboro (.25), Wilson (.20) and Winston-Salem (.20). 2 County Units - New Hanover (.20) and Scotland (.20). 3 Districts in County Units - Belmont (Gaston) (.10), Spencer (Rowan) (.12), and Victory (Gaston) (.10). Total of 44 units and 3 districts to May 1, 1939.

- 0 -

PTA MEMBERSHIP SHOWS INCREASE

The total membership in the State Parent-Teacher Association is now 69,382, it was recently announced by Mrs. J. C. Parker of Fountain, Chairman of the membership committee. This represents an increase of approximately 10,000 over the membership two years ago, and 6 per cent or around 3,500 over last year's membership.

This increased membership indicates, according to Supt. Erwin, a deeper interest by parents in the educational welfare of their children. "Undoubtedly", he states, "the Parent-Teacher Association is one of the most powerful influences in the development of an education program in this State."

NEWPORT Y.T.H.F. THRIFT PROGRAM

"One of the major purposes of the Young Tar Heel Farmer Organization is 'To promote thrift by encouraging each boy to have a savings bank account and to put into the bank each year at least one-fourth of what he makes from his home supervised practice program'

"This purpose, together with a desire to obtain first hand experience in thrift, was the motive which prompted the members of our chapter to organize a thrift bank. As James J. Hill once stated, 'If you want to know whether you are destined to be a success or failure in life, you can easily find out. The test is simple and infallible. Are you able to save money? If not, drop out. You will lose. You may think not, but you will lose as sure as you live. The Seed of Success is not in you'.

"Saving weekly earnings and a part of the weekly allowance has proven to be a fascinating and popular activity with our members. Plans for the chapter thrift bank were worked out by a student committee and chapter adviser, Mr. Long. The first thing we did was to elect a board of directors. This board appointed a president, cashier and bookkeeper. They also drew up a set of rules and regulations by which to govern the operation of the bank. We have our bank in a small room adjoining the classroom. The cashier's cage and president's desk are so constructed that they have the atmosphere of a real bank. The chapter has small desposit books that are issued to each depositor and accurate records are kept of each deposit and withdrawal. Deposits are accepted from 10:20 to 10:45 A.M. on each school day. At the end of each week the money is carried to the local bank and deposited under the name of Newport Young Tar Heel Farmer Thrift Club. These deposits are not drawing interest as yet, so money can be withdrawn any banking day or at certain periods designed by the directors. Thirty-two of our forty chapter members have made deposits and some have saved as much as $29.00 during school season. This does not include money saved from projects.

"It has been demonstrated that Future Farmers can make money and save money. They have found that they, like George Washington, will be better able to serve their countrymen and posterity if they are financially independent. A thrifty person not only saves money, but he takes care of his worldly possessions. He budgets his time and saves his energies to meet emergencies. Oftentimes Future Farmers are prone to think of thrift merely as the depositing of funds in the chapter's thrift bank. Thrift has a wider meaning than this. 'Thrift means to get the most for one's money; the most for one's time; and the most for one's strength'. As Benjamin Franklin one said, 'Beware of little extravagancies; a small leak will sink a great ship'.

"Not only is thrift a good thing for the individual, but it is a fine thing for the chapter. Money is needed to finance chapter activities of various kinds. Our chapter saves money with which to finance summer tours, encampments, father and son banquets, state fairs and others.

"Sometime in the near future the Newport Chapter plans on using the bank similarly to a credit union. If a Future Farmer needs funds to finance a project, the chapter thrift bank will loan him the money at the current rate of interest, secured by a not signed by the borrower and his father. This procedure will not only encourage thrift but will teach business practices and procedures.

"The thrift program of our chapter has been a splendid addition to our chapter activities. We feel that a number of our members will have a substantial sum saved by the time they graduate and will carry the thrift habit throughout their lives."- C.S. Long, Agriculture Teacher, Newport, N. C.

MRS. DOUGLAS WRITES

The April, 1939, number of The High School Journal, published by the Department of Education, University of North Carolina, has an article, "The School Librarian and the High School", by Mrs. Mary Peacock Douglas, School Library Adviser, State Department of Public Instruction. This article uniquely illustrates the joint responsibilities of the librarian and the teacher in the usage of library materials. The librarians' opportunities for helping the teacher in selections of materials and in orienting the teacher to broader understandings in the selections of books for children according to their interest are given by specific illustrations. This article is pleasingly practical and meets face to face the advantages for greater library uses.

Librarians, superintendents and teachers will be interested in another article by Mrs. Douglas on "The Design and Equipment of Consolidated School Libraries" that has recently appeared in the Annual, The American School and University. This eleventh edition is a Yearbook devoted to the design, construction, equipment, utilization and maintenance of educational buildings and grounds. Mrs. Douglas' article gives in a most practical way plans for location, floor plan, decoration, stationary equipment and furniture of a desirable library. The functional aspect of the library and its place in the school is well portrayed in the pictures so well illustrating the use of the library in relation to child development.

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LUNCHEON STATISTICS FOR 1937-38

The following figures were compiled by the Home Economics Department of the Division of Vocational Education from annual reports of the public high schools of the State:

	White	Negro	Total
No. schools reporting lunchroom	341	69	410
No. managed by: (1) Home economics teacher	129	44	173
(2) Dietitian	231	19	250
Food prepared in: (1) Lunchroom kitchen	256	17	273
(2) H.E. department	75	52	127
Food served in: (1) Lunchroom	248	17	265
(2) Classroom	25	0	25
(3) H.E. department	62	52	114
Food prepared by: (1) Hired person	322	19	341
(2) Pupils	105	44	149
(3) H.E. teacher	47	0	47
Dishes washed by: (1) Hired person	299	19	318
(2) Pupils	118	44	162
(3) H.E. teacher	13	0	13
Average cost of lunch	10¢	10¢	10¢
Range in cost	3¢-25¢	3¢-30¢	3¢-30¢
Average persons served daily	124	63	94

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MISS CHRISTINE WHITE, of the Physical Education Department, Woman's College of the University of North Carolina, Greensboro, North Carolina, is studying this semester at Boston University and will complete her M.A. Degree in June. Miss White's work at Woman's College is being taken over by Mrs. Clair Hartsook Boyce, a graduate of that institution.

THREE E'S OF SAFETY

From 15,000 to 20,000 American lives could be saved every year, according to Lieutenant F. M. Kreml, Director of Northwestern University Traffic Safety Institute, if all cities would adopt three weapons to combat automobile accidents. He calls these weapons the "Three E's", and points out that they have been put into action in 20 cities with amazing results.

The first "E", says Lieutenant Kreml, writing in the New York Herald-Tribune, stands for enforcement. It means that the police are on the job, that they investigate each accident scientifically to find out who or what is responsible. Habitual offenders are denied the right to drive.

The second "E" stands for education. It forces education upon the people responsible for accidents by "sentencing" them to traffic-safety schools. It also provides for constant and varied education for the entire public.

The third "E" stands for engineering, and means that bad crossings, bad curves and lights, as well as all other traffic hazards, are eliminated. When pins, stuck in maps, show accidents repeatedly occurring in any location, the engineer gets busy and finds out why. - Weekly News Review.

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THE BUS DRIVER'S VIEWPOINT

A teacher who recently remarked that he could see no more reason for poor discipline on a school bus than in the classroom was given this reply by a bus driver:

"The teacher stands face to face with the pupils and watches every move as he keeps their minds occupied and their interest aroused.

"After being held in check all day the children are turned loose, and usually the teachers let them pile in our busses in mob formation. Our job is to drive our class safely down a busy highway through traffic and across railroads and intersections. We have no opportunity to face the children and keep them interested. Our back is to the class the entire trip and our eyes are out the window. What kind of discipline would you have if this was your teaching situation throughout the day?

"If principals and teachers would help us by convincing the children that they are not being given a daily joy-ride at public expense, by discussing the hazards involved and the social courtesies that must be observed then we bus drivers could concentrate on the one big job of safe driving." - Florida School Bulletin.

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READER'S DIGEST TO VALEDICTORIANS FREE

To encourage education as a continuous and expanding process, carried on long after the classroom is left behind, the Editors of The Reader's Digest offer to present to the Valedictorian of each graduating class of senior high schools of the United States a year's subscription to that publication, beginning with the July issue.

To avoid confusion and duplication, subscriptions will be entered only at the written request of high school principals or school superintendents. Letters of request should contain the name and home address of the Valedictorian graduating from senior high schools, May or June 1939, to be honored, the name of the high school, and the name of the principal. They must be addressed to Valedictorian Department, The Reader's Digest, Pleasantville, N.Y. Subscriptions will begin with the July issue (out June 24th). An inscribed Certificate of Award which may be presented at graduation exercises will be mailed to the principa

ENROLLMENT FOR ADULTS INCREASES

An increased enrollment of more than 16,000 adult students is shown by the April report of the WPA Education Program. The total enrollment last September was 32,568. The present enrollment is 48,981.

The increase over last September in literacy classes is 7,000; in homemaking classes, 2,000; in parent education, 1,000. The enrollment in the other phases of the WPA Education Program, including nursery schools, shows similar increases.

Many of the men and women who are now attending WPA adult education classes were first reached by volunteer teachers. The volunteer teachers taught the illiterates only how to sign their names and to read a few pages. But once the volunteer teachers taught students that first step, these students realized that they could learn. Thus they have now enrolled in Community Schools. Most of them are expected to continue their education until they become functionally literate and can take their rightful places in community life.

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APPROPRIATION FOR PUBLIC SCHOOLS

The General Assembly of 1939 increased the appropriation for the operation of the eight months s chool term over the amount appropriated in 1937. A comparison of these amounts follows:

	For the Bienniums	
	First Year	Second Year
1939 General Assembly	$ 25,941,313	$ 27,000,000
1937 General Assembly	24,396,367	24,986,160
Increase	$ 1,544,946	$ 2,013,840

In addition to this appropriation, the General Assembly of 1939 appropriated the following amounts for other school purposes during the ensuing two years beginning July 1, 1939:

Vocational Education	$ 325,000	$ 350,000
Adult Education	30,000	30,000
Purchase of Free Textbooks	200,000	200,000
Total for Public Schools	$ 26,496,313	$ 27,580,000

- 0 -

NORTH CAROLINA MATERIAL

All schools will probably be interested in securing for their North Carolina collections the two items following:

1. Origin of the Counties of North Carolina.
   A chart showing the dates of the formation of counties and the political division as counties from which they were taken. Framed $1.25; unframed $.50.

2. Counties of North Carolina and Their Historical Background.
   A copy of the Boone Trail Herald, Vol. 14, No. 7, 1933, May-June issue, which tells how each of the counties got its name. Framed $1.25; unframed $.50.

Both of these items are available from Mr. J. Hampton Rich, Winston-Salem, North Carolina, at the prices quoted.

NORTH CAROLINA STATE MUSEUM
(Information Circular 39-4)

BIRDS OF NORTH CAROLINA

In the preceding sheets the early studies of Birds of North Carolina were traced from the work of Thos. Hariot in 1586 through that of Alexander Wilson who captured an Ivory-billed Woodpecker near Wilmington around 1810. Continuing to draw upon the book "Birds of North Carolina" we find:

In 1871, Dr. Elliott Coues published a series of notes listing 122 species of birds which were observed by him while he was stationed at Fort Bacon, near Beaufort

In 1885, Chas. Batchelder, of Cambridge, Mass., studied our mountain birds. The following year Wm. Brewster, also of Cambridge, studied our mountain birds and listed 120 species. Mr. Brewster discovered the Carolina Junco (Snowbird). Results of these studies were published in the AUK.

J. S. Cairns, bird student living at Weaverville, published in 1887 a list of 169 varieties of birds seen in Buncombe County, and it was he who discovered Cairns Warbler.

Just prior to 1884, Messrs. H. H. and C. S. Brimley began gathering information relative to native birds in connection with their collection of zoological specimens for scientific purposes. Over the period since, they have continued the collection and recording of information, "C.S." being with the Entomology Division and "H.H." with the Museum Division of the Department of Agriculture.

Others publishing records of our birds were R. B. McLaughlin of Statesville, 1887-1888, and Dr. Louis B. Bishop (New Haven, Conn.) who has published many records from Pea Island in Dare County.

T. Gilbert Pearson worked consistently on North Carolina ornithology during his residence here from 1891 to 1912. He worked out from Guilford College, Greensboro and Chapel Hill; and field trips took him over the State. His popular and scientific papers were numerous.

The N. C. Audubon Society

This Society was organized at Greensboro in 1902, to fill a dire need for the development of protection for our wild animal resources. From our present advanced position in the field of wild-life conservation, it is amazing to reflect on conditions existing at the turn of the century. To the educational work of the Audubon Society and its enthusiastic leadership, we may attribute most of this progress.

In 1900, the few laws to protect birds and other animals were local in nature and usually lax in enforcement. We were passing from that stage where there was plenty for "us and ourn" and no concern for the future. In some sections, it was legal to kill Quail, Turkey and Deer at any time. No practical protection was given non-game birds. Non-resident hunters came, paid no license fee, killed as they liked, and took out what they wished. Markets for game were cultivated, and the pot-hunter netted and trapped indiscriminately to sell to the nearest trader.

Our elders can recall the so-called sport of shooting Nighthawsk - "Bullbats" at dusk, solely for the satisfaction of seeing the "fall in death". The more mosquitos, the more Nighthawks to eat them, the more Nighthawks, the more "sport" of shooting them, and the resulting many more mosquitos to feed on humans.

Our attractive shore birds were pursued relentlessly by professional market gunners, and some of the species have never recovered even under modern protection.

Plume hunters - between 1882 and 1903 - sought the nuptial plumage of the herons, gulls and terns which had nesting colonies along our coast. The killing was easier while the birds were thus concentrated and eggs were left to rot along with the young which had been orphaned to starve. In May, 1903, the Audubon Society placed the first boat and warden on Pamlico Sound to protect these colonies. The general public was apathetic about this situation and generally ignorant of destructive killing.

In March of 1903 the State Legislature passed protective legislation and placed upon the small group constituting the Audubon Society the responsibility for combatting public apathy with education and enforcement. The Society, so far as resources would permit, worked incessantly to educate an indifferent public and to persuade wardens to do pioneer enforcement for small compensation. Funds secured were wholly from non-resident licenses and gifts from Society members.

Through the active cooperation of the N. C. Geological and Economic Survey, manuscrip and plates were prepared for 3,000 copies of the book "Birds of North Carolina", Messrs. H. H. Brimley, T. Gilbert Pearson and C. S. Brimley being the authors. This book was printed by E. M. Uzzell, Public Printer, in Raleigh in 1913 and sold for $2.75. It was ready for binding when the whole edition was destroyed by a fire which burned the Uzzell Plant. A reprint, with minor revisions, was finally published in 1918 as Volume IV of the N. C. Geological and Economic Survey. This Volume has been out of print for some years, and it is expected that another reprint - revised to date - will be published soon to meet the demand by students and teachers of ornithology.

In the meantime, game law enforcement under the Audubon Society became unpopular. Many local laws with county wardens were enacted. Finally, in 1927, after many unsuccessful attempts previously, a bill was introduced and passed by the Legislature which abolished the mass of local game laws that had proved so unsatisfactory and recognized for the first time the principle of State-wide bird and game protection.

One very important factor that has done more to protect our wildfowl, shore birds and other migratory species, than any local legislation could have done, is the Migratory Bird Treaty between the United States and Canada. This became effective in 1913 and in 1918 the Enabling Act was adopted by Congress. The North Carolina Legislature of 1931 enacted an amendment to our State-wide laws, making them conform to the Federal Enabling Act and the regulations adopted by the United States Department of Agriculture under the said act.

Present Law Interpretations

The following are interpretations of the laws which protect our birds: For migratory wild fowl there is an open season each year on Doves, Ducks and Geese (except Woodduck, Brant, Ross' Goose, Swan and Snow Goose), Jacksnipe, Coot, Sora, Marsh Hen, Rail and Gallinule. These open seasons are strictly enforced and any violations of their restrictions are punishable by law.

Of our song birds, it is within the law only to kill the English Sparrow, Greathorned Owls, Cooper's and Sharpshinned Hawks, Crows, Jays, Blackbirds, Starlings and Buzzards. It is well to call attention, however, to the fact that even these unprotected birds are often quite helpful in destroying harmful insects and rodents.

*RECENT BOOKS

PRIMARY GRADES

Bryant. Epaminondas and His Auntie. Houghton. $ .75.
A favorite story about poor Epaminondas who tried so hard to do the right thing, but always did it at the wrong time. This has been loved by many children.

Dalgliesh. The Young Aunts. Scribner. $ 1.75.
The efforts of two very young aunts in bringing up a beloved baby nephew make delightful reading. A nice "home" story.

Michaels. A Day in School. Beckley-Cardy.
An attractive reader for first grade children to read and enjoy for themselves.

Swenson. Kayoo the Eskimo Boy. Scribner.
Simply written story of Kayoo's home, his friends, and the way he lives. Well illustrated and well bound.

GRAMMAR GRADES

Cooke. Nutcracker of Nuremberg. Winston. $ 2.00
The story of the old Christmas legend which was set to music by Hoffman has been written and illustrated in a way to make it a "year-round" story.

Meigs. The Scarlet Oak. Macmillan. $ 2.00.
Early American shipping in the time of Stephen Girard has been woven into an unforgetable historic story.

Pitkin. Seeing Our Country. Book One. Macmillan.
An outstanding factual book on American life and customs profusely illustrated with reproductions of photographs.

Thompson. More Silver Pennies. Macmillan. $ 1.25.
A second collection of poems which gives promise of being as popular as the first.

HIGH SCHOOL

Gray. Penn. Viking. $ 2.50.
A sympathetic biography of William Penn which should not be missed by a high school reader.

Means. Shuttered Windows. Houghton. $ 2.00.
An inspiring story of a young Negro girl who goes from Minneapolis to live on the coast of North Carolina.

Pryor. Water - Wealth or Waste. Harcourt. $ 2.50.
A vivid presentation of the subject of water and its importance to human life, especially useful in the social sciences.

Toner. Midshipman Davy Jones. Whitman. $ 2.50.
A historically accurate novel of a boy midshipman during the War of 1812, grippingly told.

*All prices subject to discount.

LAWS, RULINGS, OPINIONS

NINTH MONTH COMPENSATION FOR INJURIES TO CHILDREN

Reply to inquiry: During the past session of the Legislature I drew a bill for Mr. Cherry, introduced as House Bill 654, and which was adopted and ratified on the 30th of March and is now in full force and effect. I suggest that you secure a copy of this bill from the Secretary of State's office. It provides that Chapter 245 of the Public Laws of 1935 shall be applicable to the ninth month, but shall not impose any obligation on the State. The tax levying authorities of any school district operating a ninth month are authorized and directed to make provisions to pay such compensation as Chapter 245 authorizes the State School Commission to pay. Since the compensation is very limited under Chapter 245, the tax levying authorities of any unit might set up a fund or take out insurance as in their discretion seems best. The contingent liability for such unit might be worked out on the basis of your experience with Chapter 245. - Attorney General, April 20.

- 0 -

WORKMEN'S COMPENSATION

Question: We would like to have a statement from your office as to the responsibility of a local board of education in regard to compensation insurance for the ninth month and the summer months, and also compensation for employees paid in full and those paid in part from local funds during the eight months of regular school term. Answer: Section 22 of the School Machinery Act of 1939 answers Mr. _____'s letter concerning the responsibility of local Boards of Education in providing for workmen's compensation.

The responsibility for workmen's compensation during the eight months school term is placed on the State School Commission, but county and city administrative units are made responsible for workmen's compensation for school employees whose salaries or wages are paid by the local units from local funds.

If you have copies of the new School Machinery Act for distribution, _____ could find the answers to his questions in Section 22. - Attorney General, April 21.

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COLLECTION OF TAXES

Question: Does the law require the tax levying authorities to provide the full amount of the capital outlay fund approved in the school budget? Answer: I have your letter of April 3 enclosing a letter from Mr. _____ in which he inquires as to whether or not the county authorities are required to provide the Capital Outlay Budget prior to the collection of taxes levied for this purpose. It is my opinion that the county authorities are not required to provide the funds for the Capital Outlay Budget except as taxes levied for this purpose are collected. - Attorney General, April 4.

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SPECIAL SCHOOL ELECTIONS

Question: Please inform us whether or not the Board of County Commissioners in ordering a Special School Tax Election under Sections 23, 24 and 26 of Chapter 95 of the Consolidated Statutes of North Carolina, Vol. 3, has the authority to establish voting precincts for the purpose of this election? Answer: Under the terms of Article XXIII of the Consolidated Statutes, Volume three, 1924, the Board of County Commissioners designates the polling places, appoints registrars and judges, and canvasses and judicially determines the results of special school elections authorized under this article. See specifically Sections 5641 and 5658 of the Consolidated Statutes. - Attorney General, March 28.

DECISION

High school days will soon pass away,
Altho' I wish that they could stay.
Is it failure or success?
Let us strive to do our best.

Here our lessons we cannot drop,
Shall we try, or shall we stop?
If we quit, the battle's lost,
Keep trying, count not the cost.

Here we must decide our fate,
shall we quit or shall we wait?
We can't stop the battle now,
If by chance we lose somehow.

It's the goal we want to reach,
Don't be weary, don't be weak.
The battle is hard but can be won,
If we just keep fighting on.

- Mary Frances Williams,
Newton Grove (N.C.) Beta Club.

LIBRARIAN,

N. C. STATE LIBRARY,

RALEIGH, N. C.

NORTH CAROLINA
STATE LIBRARY

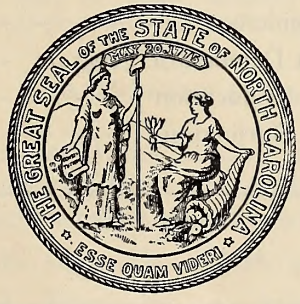
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VOLUME IV

September, 1939

NORTH CAROLINA

PUBLIC SCHOOL BULLETIN



Issued by the
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Raleigh, North Carolina

NORTH CAROLINA STATE LIBRARY

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THIS MONTH'S CALENDAR

—Most schools open

4—Labor Day

11—O. Henry's Birthday

14—Star Spangled Banner written 1884

17—United States Constitution Day

WE POINT WITH PRIDE

To the—

BURLINGTON CITY SCHOOLS

for their Program of

"Better Schools for Burlington"

(See page 8)

THIS MONTH'S QUOTATION

". . . . . there is always work,

And tools to work withal, for those who will;

And blessed are the horny hands of toil."

—Lowell.

NORTH CAROLINA
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STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

September 1, 1939

To Superintendents, Principals and Teachers:

I wish to greet each of you at the beginning of the new school year, and to wish for you your happiest and most successful educational experience. The Department of Public Instruction again stands ready to serve you in every way possible. You are already familiar with the services that we have offered in the past, and I think you will be interested in knowing that we have three additional services to offer this year.

You will recall that last year Mr. Chas. E. Spencer was employed to work in the field of health and physical education. Since then, in cooperation with the State Board of Health, we have been able to secure a grant from the Rockefeller Foundation with which to finance an experiment in health education on a coordinated basis. In addition to this project, we have employed a Supervisor of Occupational Information and Guidance and a Supervisor of Distributive Occupations. Both of these constitute practically unoccupied areas in our program of public education, and we expect to work out a very fine program in both of these fields.

More specific announcement of these services will be found elsewhere in the BULLETIN but I wish to take this means of calling them to your particular attention.

With best wishes, I am

Very truly yours,

Clyde A. Erwin

State Superintendent Public Instruction

EDITORIAL COMMENT

A Printed Bulletin

Beginning with this number, we are giving you a printed BULLETIN. We are making this change because we believe the mechanical make-up and general appearance can be made much better. Then, too, it will be possible to add a picture or two now and then; and this we hope will add not only to the appearance of the BULLETIN, but also to its interest.

This number gives an idea of the general appearance and content of this publication for this school year. Of course, we hope to make improvement as we go along, and we shall be glad to have any ideas or suggestions from its readers which may be helpful in making the BULLETIN serve the best interests of the schools.

It shall be our purpose, in getting out these columns, to bring you timely and brief news notes concerning education. We are using a bold face type heading to each article in order that you may see better and read only those in which your interest lies. We are also using a box head for certain departments. In other words, we are trying to make this paper please you, both as to content and make-up. If it does not, we shall consider it a favor if you will tell us.

We Solicit Your Aid

We should like to carry in the columns of this paper in some future edition the names of units or schools

1. Operating a 12th grade,
2. Employing a full-time certified teacher of physical and health education,
3. Having a school band,
4. Providing any other feature or service to the children, and/or
5. Names of school papers.

Your cooperation is solicited, in helping prepare these various lists. Simply write on a penny postal card "We have a school band", "We operate a twelfth grade this year", etc. and sign your name. In the case of school papers, just put us on your mailing list, and we shall be glad to include its name on the list when it is made up.

Our Contributors

This is not a one-man publication. On the contrary, it represents the combined efforts of several persons. For this year's volume of nine numbers the material has been contributed by the following:

North Caroliniana—
Mr. H. Arnold Perry, Association, Division of Instructional Service.
Book Column—
Mrs. Mary Peacock Douglas, Instructional Service.
State Museum Circular—
State Museum Staff, Mr. Harry Davis, Director.
Laws, Rulings and Opinions—
General Assembly, Supreme Court, Attorney General and the State Superintendent.

In addition to these regular features, it is our purpose to present a series of special articles each month, on page 8, prepared by members of the Department staff, relating to certain phases of the school program. The first article, as you will note, concerns the subject of "Looking Toward a Democratic Program for All Children." This article is by Miss Annie M. Cherry, Director, Experimental Program in Elementary Education. We hope you will read and like these special articles.

NOTES AND ANNOUNCEMENTS

Constitution Day—Americanism

September 17 marks the 152nd anniversary of the adoption of the United States Constitution. Some schools may wish to celebrate this event with a suitable program. Others may wish to treat this subject in the regular citizenship course of study, or activity unit on "good citizenship".

The North Carolina law states that a course of instruction on "Americanism" shall be taught in the public schools. This course includes the following items:

(a) Respect for law and order.
(b) Character and ideals of the founders of our country.
(c) Duties of good citizenship.
(d) Respect for the national anthem and the flag.
(e) A standard of good government.
(f) Constitution of North Carolina.
(g) Constitution of the United States.

A pamphlet of the Constitution of North Carolina may be secured free by teachers from L. H. Jobe, State Department of Public Instruction, Raleigh. "The Constitution of the United States" printed in pocket-size edition, may be obtained at 5 cents each from the Superintendent of Documents, Government Printing Office, Washington, D. C.

Superintendent's Conference

Between four and five hundred persons including about 125 superintendents attended the annual conference of superintendents held July 26-28 at Ridgecrest. The programs were well attended, and many of those present at these sessions expressed themselves as very well pleased with subjects discussed.

"It was the best conference that we have ever held", said State Superintendent Erwin, on his return to Raleigh. "I believe everyone enjoyed this meeting and the entertainment provided. That man Harding certainly could tell stories, and his accordian playing and singing made the banquet session an outstanding feature", he added.

Dr. W. C. Jackson, Woman's College, Greensboro, was toastmaster at the banquet. A quartette, composed of Messrs. Highsmith, Peeler, Perry and Johnson, rendered several selections, which were especially enjoyed.

The conference voted to extend the management under the direction of Mr. Perry Morgan and his staff its thanks and appreciation for the accommodations and entertainment provided by the Ridgecrest Baptist Assembly. It was decided to leave the choice of meeting place for next year to the Department Committee to settle by a questionnaire to the superintendents as was done this year.

New Director Division of Finance and Statistics

On June 1, Mr. C. D. Douglas, Director of the Division of Finance and Statistics, who had been with the Department since June 15, 1920, resigned to accept the position of Auditor with the State School Commission.

Mr. Troy V. McKinney, Senior Auditor, with the Budget Bureau, was appointed by Superintendent Erwin to succeed Mr. Douglas, and he came with the Department on June 16. Prior to his position with the Budget Bureau, where he had been a year, Mr. McKinney had held several positions in accounting work. For one year he was with the State Employment Service as Fiscal Supervisor; and for five years he was County Accountant and Tax Supervisor of Cleveland County.

Mr. McKinney is a graduate of Duke University, class of 1931, having majored in accounting and business administration. He is married and has one child, a son, 3½ years old.

Superintendent Thompson

During the summer, early June, the State lost one of its most widely known and beloved superintendents in the death of Mr. W. R. Thompson of Chatham County. Mr. Thompson had been superintendent of the Chatham County school system since 1919-20, immediately following the War.

The schools of that county made very rapid improvement under his direction. When he became superintendent there were 116 schoolhouses having a combined value of $55,982. At the close of the year 1937-38 there were 49 school buildings with a total value of $431,400.

Mr. Thompson was well liked among his associates. He always had a kind word for those with whom he worked. The State Department remembers him for his friendliness. It was his habit to say a few words to each of them upon his visits to Raleigh.

Truly, he is missed by all, for he was a gentleman.

18 New Superintendents

Eighteen new county and city superintendents went into office on July 1 of this year, 13 county and 5 city units. The names of these new superintendents are as follows:

Morganton	Wm. S. Hamilton, Morganton
Cabarrus	C. A. Furr, Concord
Chatham	J. S. Waters, Pittsboro
Cherokee	Lloyd Hendrix, Murphy
Jackson	A. C. Moses, Sylva
Macon	G. L. Houk, Franklin
Madison	G. B. Rhodes, Marshall
Mitchell	Jason B. Deyton, Bakersville
Southern Pines	Phillip J. Weaver, Southern Pines
Northampton	N. L. Turner, Jackson
Pamlico	Dallas Mallison, Bayboro
Polk	W. E. Sawyer, Columbus
Fairmont	B. E. Littlefield, Fairmont
Laurinburg	W. H. McNairy, Laurinburg
Tyrell	W. T. Crutchfield, Columbia
Union	E. H. Broome, Monroe
Wilson (city)	S. G. Chappell, Wilson
Yadkin	Fred Hobson, Yadkinville

Guidance Service

Mr. S. Marion Justice, for the past four years with the Rocky Mount city unit as teacher and coordinator of diversified occupations, has been added to the staff of the Division of Vocational Education as Supervisor of Occupational Information and Guidance.

Mr. Justice is a graduate of Wake Forest College, class of 1933. He obtained his M.A. at Columbia in 1937. Before going to Rocky Mount, he was a teacher in the Lexington High School.

Mr. Justice will aid in the organization and promotion of vocational guidance programs in the secondary schools of the State. He will work especially with school administrators and teachers of vocational subjects, but his services will be available as far as possible for all groups desiring information in the promotion of a program of vocational guidance. One of his first tasks will be to make a survey of the guidance programs now in operation in the State.

Additional Taxes Voted

Since the May number of this publication, two additional school areas have voted taxes for better schools. The Hickory city unit voted favorably the latter part of May and the Farmville school in Pitt County voted both for a ninth month and a twelfth grade.

It is learned that the Hickory election has been contested, however, and the tax may not be levied for the ensuing year. The Farmville school was the first to vote under that section of the new school machinery act providing that school districts within county units having a school population of 1,000 or more might vote a tax to supplement State funds for operating the schools on a higher standard, either for a twelfth and/or ninth month.

These two systems make a total of 49 that now operate a higher standard of schools than that provided by State funds —43 city units, 2 county units and 4 districts within county units.

Among Department Members

Miss Mary Alice Robertson, Chief of Certification in the Division of Professional Service, was married to Mr. Fred W. Terrell on May 27, 1939. Mr. Terrell is representative for D. C. Heath & Company, publishers. Mrs. Terrell is continuing her work in the Department.

Mr. A. C. Davis, Accountant in the Division of Finance and Statistics, was married to Miss Mabel Kenyon of Raleigh on August 12, 1939. Mrs. Davis is a teacher of music in the Raleigh city schools.

Miss Hattie Parrott was on leave of absence for the months of July and August to visit schools in the Scandinavian countries. She made the trip with Dr. Inga Olga Helseth who is professor of elementary education at the College of William and Mary, Williamsburg, Va.

Mrs. Mary Peacock Douglas has been elected as a director of the School Libraries section of the American Library Association. As director she becomes chairman of the national section in 1944. Mrs. Douglas is listed in American Women, 1939, which is recognized as the "Who's Who among professional women" in the United States.

Superintendent Erwin and Dr. J. Henry Highsmith attended the Congress on Education for Democracy at Columbia University, New York City. Representatives were present from many foreign countries, including J. Stanley Baldwin of England and Monsieur Heriot from France.

N. C. Tuberculosis Association Will Cooperate With Schools

"The North Carolina Tuberculosis Association stands ready and eager to serve the citizens of the State with any of its facilities", Frank W. Webster, Manager of the State Office, recently announced. "It earnestly hopes to establish and maintain a very cordial and close relationship with all of the public and private schools of the State", he added.

"It is our hope that the Christmas Seal School program will come to take its place each year as an integral part of every school's fall program. We desire to have our Christmas Seal program acceptable as material which can be woven into the regular curriculum not only through the health education division, but through many others. For example, our bell unit of 1937 had a special interest for music departments and school clubs; the 1938 unit on healthful living appealed to home economics departments. This year's program—*The Message of the Double-Barred Cross*—has definite possibilities of integration with art, health, literature, and social studies. The New Jersey State Librarian has prepared a bibliography of books and bulletins to be used with this unit. This office has a limited quantity of the units of 1937 and 1938 but any quantity of the new 1939 unit with the bibliography. These may be obtained from the State office upon request of the superintendent or the principal of the school.

"*The Message of the Double-Barred Cross*, a teaching unit on tuberculosis prevention, was written by Dr. W. W. Charters, Director of the Bureau of Educational Research at Ohio State University, and published by the National Tuberculosis Association. This unit deals with crosses and their history since the Crusades. It gives an opportunity, long sought, to advise the public of the difference between the double-barred cross of Lorraine and the Greek Cross used by the American Red Cross.

"This office has many health pamphlets and books available, a list of which may be had for the asking. We also have four motion picture films for sound machines, which may be obtained for merely the expenses of insured transportation. It is possible that in some cases this office can bring its machine to the school. Of course, this service will be limited since this office attempts to cover the State."

Teacher Supply for Negro Schools

At the close of the school year 1938-1939, a little more than five hundred graduates, who were prepared to teach, were sent forth from four year colleges in North Carolina. Approximately 175 of these young people were trained to teach in the high schools. More than 300 were prepared for work in the elementary schools. Any superintendent or school board desiring the services of a college graduate might contact the President of any of the following schools:

A. For teachers of high school subjects—
1. A. & T. College, Greensboro, N. C.
2. Bennett College, Greensboro, N. C.
3. J. C. Smith University, Charlotte, N. C.
4. Livingstone College, Salisbury, N. C.
5. North Carolina College for Negroes, Durham, N. C.
6. Saint Augustine's College, Raleigh, N. C.
7. Shaw University, Raleigh, N. C.

B. For teachers in the elementary schools—
1. Bennett College, Greensboro, N. C.
2. Elizabeth City State Teachers College, Elizabeth City, N. C.
3. Fayetteville State Teachers College, Fayetteville, N. C.
4. Livingstone College, Salisbury, N. C.
5. St. Augustine's College, Raleigh, N. C.
6. Shaw University, Raleigh, N. C.
7. Winston-Salem Teachers College, Winston-Salem, N. C.

The more specific the request is made, the more adequately the school can serve the need.

Adult Education Program to Expand

Plans are now being made for an expanding State-Aid program of adult education. The last Legislature increased the appropriation by $10,000, making a total of $60,000 for adult education for the 1939-1941 biennium. This increase will take care of the several county and city school systems that have not before participated in the program and have requested funds for the coming year.

Twenty-six county and city school units had adult education as part of their regular school systems in 1938-39. All these units are expected to request funds for this term. The State-Aid program of adult education matches State funds with county funds dollar for dollar to carry on the adult education program. Teachers are selected on the same basis as other public school teachers.

The State-Aid program is democratic in that each local unit to a large degree decides the phases of the adult education program that it wishes to emphasize. Literacy of course will again be stressed, since the 1930 census showed that one person out of every 10 in North Carolina could not read and write.

Home-and-School cooperation is expected to be an increasingly important phase of the adult education program this fall. This phase is primarily to help the public schools by getting children back to school. All adult education teachers, if requested by the superintendent or principal, may spend one-fifth of their time in Home-and-School cooperation work. During the past school year, State-Aid and WPA adult education teachers were directly responsible for returning 5,000 children to the public schools in the State. Innumerable other children were helped indirectly because their parents had learned more about diet and child care in the homemaking and parent education classes of the adult education program.

Cooperative Health Service Program

The State Department of Public Instruction and the State Board of Health on July 1, 1939, began a joint school health service program to be financed by a grant of $50,000 for the next five years by two divisions of the Rockefeller Foundation, the General Education Board and the International Health Division. It is the purpose of the joint project to utilize and coordinate all the facilities of the State Board of Health, the Department of Public Instruction, schools throughout the State, and local boards of health in a broad health program. The scope of the program is to include health service, health instruction, health supervision (healthful school living), physical education, and mental hygiene.

A committee on School Health Service has been appointed to act in the capacity of a Board of Control to guide and assist the Co-ordinator in the formulation of a school health program for the consideration and approval of the State Health Officer and the State Superintendent of Public Instruction. The following have been appointed to serve on this committee:

Dr. J. H. Highsmith, Chairman, Director of the Division of Instructional Service of the Department of Public Instruction, Raleigh, North Carolina.

Dr. O. K. Cornwell, Director of Health and Physical Education, University of North Carolina, Chapel Hill, North Carolina.

Dr. G. M. Cooper, State Board of Health, Raleigh, North Carolina.

Dr. R. J. Slay, East Carolina Teachers College, Greenville, North Carolina.

Dr. C. F. Strosnider, Goldsboro, North Carolina.

Mr. Charles E. Spencer, Recording Secretary, Adviser of Physical and Health Education, State Department of Public Instruction, Raleigh, North Carolina.

Dr. Walter Wilkins, M.D., Ph. D, of Mars Hill, North Carolina, former staff member of Vanderbilt University Medical School, has been selected to serve as Coordinator of the program. He is to act as *Ex-Officio* Secretary of the above mentioned committee. Dr. Wilkins was selected for this important work because of his broad training and experience. Before taking his medical course at Vanderbilt University, he served as Superintendent of Schools at Sebring, Florida, taught at Fayetteville, North Carolina, and at Mars Hill College. He also did graduate work at Vanderbilt University, getting his Ph.D. Degree in Bio-Chemistry. Dr. Wilkins has

(*Continued on Page 8*)

NORTH CAROLINIANA

Prehistoric North Carolina as Revealed in Rocks*

The oldest rocks to be found in America are located in Western North Carolina in the region extending from Yanceyville, Mocksville, and Cherryville westward to Madison and Haywood counties. These rocks belong chiefly to the Archeozoic era, the age of oldest life. Oldest of the rocks in this area is the Carolina gneiss, probably of igneous origin.

These ancient rocks probably at one time formed the western edge of the old continent of Appalachia, a part of the lithosphere which disappeared at the close of the Paleozoic era. West of this continent at one time was a vast, inland sea that extended westward to a point beyond the present Rocky Mountains. Sedimentary rocks in the extreme western part of the State indicate drainage of a part of the water from the Appalachian Mountains westward into this inland sea.

In the Archeozoic formations are found a number of mineral deposits of commercial value. Dikes of feldspar, granite, and mica, all of which have been worked for many years, have been intruded into these old formations. Granite is probably the most important mineral from this geologic period and is mined extensively at Mt. Airy, where the largest open-faced granite quarry in the world is located.

The rocks of the Proterozoic era rank next to those of the Archeozoic era in point of age. Outcroppings of rocks formed during this period may be found in Person and Granville counties and in spots throughout a belt twenty to forty miles wide extending from these counties southwest to the South Carolina line. Volcanic ash has been found in large quantities among these formations, and huge deposits of both the consolidated and unconsolidated type have been found in Moore and Montgomery counties. The volcanoes that produced these ashes were located in Orange and Chatham counties, where geologists have located remnants of volcanic necks standing above the surrounding country.

The best gold mines in the State are to be found among the slate formations of the Proterozoic era. The mines of Cabarrus, Rowan, and Union counties were commercially very important in the early days of the republic, and were chiefly responsible for North Carolina's rank as the nation's leading gold-producing state up to 1849. Some of the largest nuggets of gold ever found came from this area. In 1779 a seventeen pound nugget was found in the Reed mine in Cabarrus County, and a still larger one weighing twenty-eight pounds was discovered there in 1803.

At the close of the Proterozoic era that part of the surface of the earth that we now know as North Carolina underwent tremendous changes. The ocean basins were lowered and the land masses raised. The great Ocoee Mountains, which stood where the Piedmont section of North Carolina now is, were probably higher than any now found on the globe and as rugged as the present-day Alps. Fossil discoveries indicate the presence of invertebrate animals and non-flowering plants.

The third major geologic era, the Paleozoic, left only a few traces of rock formations in North Carolina. Only the Cambrian formations appear to any great extent, and these are limited almost exclusively to the extreme western counties.

During the Mesozoic or "middle life" era occurred the "Appalachian Revolution", which raised the level of the land in eastern North America and extended the coast line of North Carolina a considerable distance farther out into the Atlantic Ocean. Many geologists claim that at this period the Appalachian Mountains were at least 40,000 feet high and point to coastal plain and continental shelf deposits several thousand feet deep as proof of erosion which reduced the height of the mountains over a period of millions of years.

During the Mesozoic era plant and animal life increased, and larger and more highly developed forms were in evidence. This is the period of reptilian life, and fossils of various species have been found in the central part of the State. The remains of the ancestors of the mammals were found in these formations in Chatham County.

The Cenozoic era marks the beginning of modern life. When this period began all of North Carolina was well above sea level. About 1,500,000 years ago, during the Miocene age, great erosion took place, and at one time the land sank, allowing the ocean to come well up over most of the Coastal Plain. Fossil whales of this age have been found in Northampton, Wayne, Wilson, Pitt, Hertford, and Sampson counties. During the Cenozoic the archaic mammals disappeared, and the climate, after the Pleistocene epoch or "ice age", moderated and encouraged plant and animal life. The glaciers of the Pleistocene came down into what is now the northern part of the United States some 750,000 years ago, but there is no indication that they reached North Carolina.

*For an interesting account of the geology of North Carolina see *The Story of the Geologic Making of North Carolina*, by H. J. Bryson, Department of Conservation and Development, Raleigh.

STATE MUSEUM CIRCULAR

The N. C. State Museum And Our Schools

For the Museum we welcome the opportunity of presenting our objectives in the **Public School Bulletin** during the school year. It seems advisable that this first issue of the year be used for stating our case.

The Museum belongs to the citizens of this State. Citizens have built it thus far and they may determine its future. An inventory would mount into some hundreds of thousands of dollars replacement values, and it has been built up as a Division of the Department of Agriculture through several decades. It occupies 20,000 square feet of exhibit space—2 floors—in a building just north of the Capitol Square. Its function is to exhibit the Natural History and Natural Resources of North Carolina. Nine large halls cover ten divisions of this subject. The area of North Carolina is so constituted that future growth is almost unlimited.

For patronage we have more than 200,000 visitors annually plus numerous requests for information on our subjects. Among our visitors are guests from without the State, but the majority are Tar Heels, and the majority of these are of school age. Definitely our Museum is an educational institution. Some one has said an active Museum is a "University of all the people."

We have realized that the Museum should be more closely tied in with educational activities. We might render more assistance to local museums. We might prepare travelling exhibits and more and better illustrated literature.

Within present limitations our efforts have been to prepare creditable exhibits here and to prepare a creditable series of bird and mammal skins; preserved reptiles, amphibians and invertebrates, and a reference library for serious students of zoology.

By using the mimeograph we have begun a series of Information Circulars. Upon request these are mailed to teachers. We specify "to teachers" because it would be manifestly impossible to supply the postage and sheets to all pupils. At the present time we emphasize birds because work is being done towards a revised edition of the book "Birds of North Carolina". Of concrete exhibit and study material we can furnish from time to time some minerals, rocks and fossils. These should not be asked for unless the school has the personnel and space for making good use of them. They may be called for or sent by express collect.

It is always desirable to have teachers bring their classes to the Museum to study subjects which will supplement their book work. We suggest that the teacher write in advance for information in order that the work be better coordinated.

BOOK COLUMN

As increasing emphasis is given to the needs of the exceptional child, more and more consideration is given to simply written books about topics which appeal to the more mature person. The following list is especially designed for use with boys and girls who display below average reading ability.

The books have been used successfully with slow readers in grades four, five, and six.

Anderson. Billy and Blaze. 1936. Macmillan. $1.00.
The story of Billy who loved horses and of his pony Blaze.

d'Aulaire. Abraham Lincoln. 1939. Doubleday. $2.00.
A beautiful picture book, simply written, telling the story of Abraham Lincoln.

Bannerman. Little Black Sambo. 1923. Stokes. $.50.
The humorous story of Little Black Sambo, his beautiful clothes, and his adventures with the tigers.

Bass. Stories of Pioneer Life. 1928. Heath. $.84.
Simply written American history stories about early pioneer places and persons.

Clark. Poppy Seed Cakes. 1924. Doubleday. $2.00.
From Czechoslovakia comes this merry tale of Andrewshek, Erminka, Auntie Katuska, and the goat. It is filled with gay pictures.

Deming. Little Eagle. 1931. Laidlaw. $.68.
The story of the everyday life of an Indian boy written and illustrated with sincerity and forthrightness.

Huber. Skags the Milk Horse. 1931. A.B.C. $.60.
A realistic story of the training and duties of a milk horse and of the preparation of milk for marketing.

Leaf. Story of Ferdinand. 1936. Viking. $1.00.
A funny story about a Spanish bull who did not like to fight, but preferred to sit under a cork tree and smell the flowers.

Lindman. Snipp, Snapp, Snurr and the Red Shoes. 1932. Whitman. $1.00.
Three little Swedish boys use ingenuity in getting a birthday present for their mother.

Lorenzini. Adventures of Pinocchio. 1927. Macmillan. $1.00.
The story of a naughty marionette whose indolence in school, his disobedience to his father, and his trust in bad companions were justly punished.

Miller. Jimmy the Groceryman. 1934. Houghton. School ed. $.68.
Simple, accurate information about the place of the groceryman in community life.

Peet. Dude Ranch, the Story of a Modern Cowboy. 1939. Whitman. $1.00.
The story of a modern ranch profusely illustrated with reproductions from photographs.

Petersham. David from the Old Testament. 1938. Winston. $.90.
A beautiful retelling of a favorite Bible story, illustrated in color.

Prices quoted are subject to discount.

LAWS, RULINGS AND OPINIONS

Education of Married Adults

Question: May married persons, under the law, be excluded from attending the public schools?

Answer: C. S. 5383, which is section 1 of Chapter 136, Public Laws of 1923, is as follows:

"A general and uniform system of public schools shall be provided throughout the state, wherein tuition shall be free of charge to all children of the state between the ages of six and twenty-one years. The length of term of each school shall not be less than six months or one hundred and twenty days, and every man or woman twenty-one years or age or over who has not completed a standard high school course of study, or who desires to study the vocational subjects taught in said school, shall be given equal privileges with every other student in school."

Chapter 198, Public Laws of 1937, providing for adult education, does not change in any way the 1923 statute. The 1937 Act merely authorizes the State Board of Education to provide for schools to teach adults.

If adults wish to enter the regular high school, to complete high school work, I can find no law which would prevent it. In fact, C. S. 5383 would seem to require the admission of such persons. Neither is any distinction made on account of marriage.—Attorney General, May 29, 1939.

(1) Vacancy in County Board of Education
(2) Contracts With Board by Member

Question: How shall vacancies on the County Board of Education be filled?

Answer: As to the law regarding filling vacancies on the County Board of Education, see Consolidated Statutes, Section 5416. The vacancy is filled by the County Executive Committee of the political party of the member causing the vacancy, until the next General Assembly.

Question: May a member of the Board of Education write any of the insurance covering school property?

Answer: As to your second question, Consolidated Statutes, Section 4388, makes it unlawful for you, as a member of the County Board of Education, to make any contract with the Board for your own benefit. Therefore, under this law, you would be prohibited from writing insurance for the County Board of Education of which you are a member.
—Attorney General, May 9, 1939.

Diphtheria Immunization

The General Assembly of 1939 passed an act, Chapter 126, requiring the immunization of children against diphtheria. Section 2 of that chapter states that "The parent or guardian of any child in North Carolina between the ages of twelve months and five years who has not been previously immunized against diphtheria, shall have administered to such child an immunizing dose of prophylactic diphtheria agent which meets the standard approved by the United States Public Health Service for such biologic products."

Furthermore, the law (section 4) requires that a "certificate of immunization shall be presented to school authorities upon admission to any public, private or parochial school in North Carolina."

Workmen's Compensation—Vocational Teachers

Question: Does the local school board (city trustees) have any liability under the Workmen's Compensation Act for Vocational Economics teachers?

Answer: Section 22 of the Act is in part as follows:

"The provisions of the Workmen's Compensation Act shall be applicable to all school employees, and the State School Commission shall make such arrangements as are necessary to carry out the provisions of the Workmen's Compensation Act as are applicable to such employees *as are paid from State school funds*. Liability of the State for compensation shall be confined to school employees paid by the State from State school funds * * * The county and city administrative units shall be liable for Workmen's Compensation for school employees whose salaries or wages are paid by such local units from local funds, and such local units shall likewise be liable for Workmen's Compensation of school employees employed in connection with teaching vocational agriculture, home economics, trades, and industrial vocational subjects, supported in part by State and Federal funds, which liability shall cover the entire period of service of such employees."

Under the latter portion of the section quoted above, I am of the opinion that the county would be liable for Workmen's Compensation for any injury which school employees employed in connection with teaching vocational agriculture, home economics, trades, and industrial vocational subjects might sustain, caused by an accident arising out of and in the course of their employment and the State would not be liable.

The State would be liable for injuries to any janitors who are paid wholly from State funds, in the case of injury or death as the result of an accident arising out of and in the course of their employment.

In the case of the janitor who receives a monthly salary of $25, only $1.25 of which is paid from State funds, I think that this small payment by the State is merely incidental to his salary and I do not think the State would be liable for any injury to this employee which might arise out of and in the course of his employement.—Attorney General, May 2, 1939.

FROM THE OFFICE

Looking Toward a Democratic Program for All Children

Upon the principle of the equal right of every individual to "life, liberty, and the pursuit of happiness", this government of ours was founded. To preserve this principle inviolate and to train each individual for such efficiency—civic, economic, moral, political—involving a well-rounded social, emotional, physical, and mental development as his capacity makes possible, is the primary function of education in this great democracy which we call America.

It is generally conceded today by thoughtful educators that the supreme goal toward which all efforts should be directed is to enable every child, regardless of his varying abilities, to develop increasingly all of his potential powers to the highest level of which he is capable and to help him live happily and successfully as a worthy contributing member of the social group. In terms of this point of direction, one would assume that all methods, means, measurements, and other aspects of the learning process would be selected and interpreted. Likewise, it would follow that, in varying degrees, there would be in operation a dynamic program of education in every school that would help each individual child to experience the fullest growth possible in terms of his abilities and his known and emerging social needs—looking toward the happiness adjustment he can make in life and the most constructive contribution he can make to society.

However, in order to take next steps successfully toward making these high educational purposes more vital and meaningful to **all** children enrolled in our schools, it has seemed expedient to find out what is current educational practice in North Carolina today and to what extent it is in consonance with our expressed fundamental beliefs regarding democratic living and learning. In an effort to discover at first-hand where we are in our stage of growth and development, in terms of educational thinking and practice, the major activities of one member of the staff during 1939 have been concerned with the following purposes:

1. To make a brief survey of the State for the purpose of locating classes in education now at work in white and Negro elementary schools that are carrying forward a program based upon the needs and interests of the individual child regardless of his present stage of growth and development.
2. To provide in-service training for the further professional development of teachers: (a) through the use of a demonstration center, (b) through summer school offerings to elementary teachers in 22 summer schools.
3. To inform the professional and lay groups regarding the philosophy, practices, and results of the newer types of education that better meet the needs of all children.

WHAT IS THE AIM OF EDUCATION

The Student says Books.
The Scholar says Knowledge.
The Preacher says Character.
The Minister says Service.
The Philosopher says Truth.
The Artist says Beauty.
The Epicurean says Happiness.
The Stoic says Self-control.
The Christian says Self-denial.
The Statesman says Co-operation.
The Ruler says Loyalty.
The Patriot says Patriotism.
The Sage says Wisdom.
The Youth says Achievement.
The Soldier says Courage.
The Editor says Success.
The Manufacturer says Efficiency.
The Banker says Wealth.
The Dreamer says Vision.
The Friend says Friendship.
The Pedagogue says Personality.
The Physician says Health.
The Biologist says Growth.
The Psychologist says Unfoldment.
The Sociologist says Adjustment.
But the true educator says all of these, and more, must be utilized.

—Unknown.

NOTES AND ANNOUNCEMENTS

(*Continued from Page 5*)

had considerable experience in dealing with health problems of school children, having been connected with the Tennessee Baptist Orphanage as Director of School Health Service.

Dr. J. F. Kendrick, staff member of the International Health Division of the Rockefeller Foundation, will be located in North Carolina to serve as Directing Consultant for the School Health Service Program during its initial stages.

Miss Olive Brown, of Wilmington, North Carolina, Director of Physical Education in the Durham City Schools, has been selected as Assistant in Physical and Health Education to work with Mr. Charles E. Spencer, who since March, 1937, has been with the State Department of Public Instruction as Supervisor of Physical and Health Education in the Division of Instructional Service. Miss Brown is a graduate of the Woman's College of the University of North Carolina and has been doing graduate work in health and physical education in New York University.

The personnel of the School Health Service Program includes a co-ordinator, a nurse, a nutritionist, a supervisor and an assistant supervisor of physical and health education, a colored nurse, a colored physician, and two clerks.

FROM THE FIELD

Better Schools for Burlington

Two years ago, the Burlington city unit adopted BETTER SCHOOLS FOR BURLINGTON as the slogan of a program to provide for improving the quality and increasing the quantity of actual classroom instruction. This program has been worked at from many angles:

1. A consistant program of school publicity, designed to inform the public what the schools are doing, through newspapers, displays, and visiting days, when parents could see what was being done by their children, was carried on.

2. A program of demonstration teaching, when teachers may visit from school to school and observe the classroom work of other teachers, thus unifying the work of the system, was provided.

3. As the result of a purposeful programs the reading ability of children in the upper elementary grades, according to the Gate, Primary Silent Reading Tests, was raised 10% within the past two years.

4. A very definite music improvement program was well carried out by the music supervisor and two music teachers who supplemented the work of the grade teachers and helped not only to coordinate the music with other subjects, but also to bring up the standard in music to the level of other subjects. During the past two years the music level was raised approximately two years, or from fourth grade to sixth grade level in the elementary school and proportionately in the high school.

5. A program of visual education was provided in all schools with Sound-On-Film machines for movies, and several hundred slides for special study.

6. The school system owns four well-equipped and well-managed cafeterias feeding approximately 2,800 children daily. In addition there are four privately conducted cafeterias which operate for about 1,250 children.

7. A definite play program was provided in every school. Last year the Glenhope School, as a result of a well planned physical education program conducted throughout the year, put on a regular tournament (without competition for honors) of games at the close of school. The pupils through their year's training were able to conduct the final tournament without the assistance of teachers.

8. The school libraries were greatly improved by the addition of books and by the proper cataloging of books, thus making the material more accessible to pupils. The services of the trained high school librarian were employed during two months of the summer in order that this work would be accurately done.

9. W.P.A. projects provided for the improvement of the grounds at four schools and for the addition of two rooms at Glenhope School. Building projects now under way will soon give a new administration building and one new elementary building.

10. All elementary schools except one three-teacher white school and two small Negro schools are now fully State accredited and the high school has been admitted to the Southern Association.

NORTH CAROLINA STATE LIBRARY

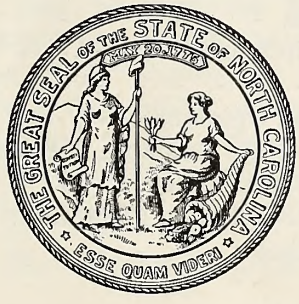
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VOLUME IV NUMBER 2

October, 1939

NORTH CAROLINA

PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

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THIS MONTH'S CALENDAR

2nd week—Fire Prevention Week

2nd week—National Picture Week

12—Columbus Day

20-21—N.C.E.A. Western District Meeting, Asheville

27—N.C.E.A. Northwestern District Meeting, High Point

26-28—North Carolina Library Association, Southern Pines

31—Hallowe'en

WE POINT WITH PRIDE

To the—

COLUMBUS COUNTY SCHOOLS

for their excellent

Program of Safety and First-Aid

(See page 8)

THIS MONTH'S QUOTATION

Knowledge is of two kinds. We know a subject ourselves, as we know where we can find it.

Samuel Johnson.

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

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except June, July and August
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CLYDE A. ERWIN, *State Superintendent of Public Instruction*
L. H. JOBE, *Director Division of Publications, Editor*

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STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

October 1, 1939

To Superintendents, Principals and Teachers:

I wish to urge every superintendent in North Carolina to see that his school board takes active membership in the State School Board Association. In my judgment, this organization can be one of the most helpful and powerful influences in the development of our educational program. It is also suggested that school committeemen be included in the organization. I think this is a fine idea. Such a move would result in a very powerful and useful organization both in numbers and influence.

The men who compose the school boards and school committees in North Carolina are men of fine judgment and wide influence, and it seems to me that their united efforts in behalf of public education can be of tremendous significance. I do not believe that any superintendent will want his board to remain outside this organization, and I hope that every school board member in the State will lend his influence to making this Association a powerful voice in pleading for the cause of childhood educational opportunity.

With best wishes, I am

Very truly yours,

Clyde A. Erwin

State Superintendent of Public Instruction

Editorial Comment

To Newspaper Editors

We have placed your name on our mailing list to receive this and future numbers of this publication. You may not know it, but this BULLETIN is in its fourth year. During the first three years it was mimeographed, and this number is the second that has been printed. It is being sent free to superintendents, principals, libraries, State Superintendents, prominent educators and others making request for it. It has received favorable attention throughout the State among the educational leaders.

We hope that you will find time to glance at this BULLETIN occasionally; and you may, if you desire, reproduce or discuss editorially any part of it in the columns of your paper. Then, too, if you desire further information on any subject that we have presented, or wish to make any suggestions as to how our publication may be improved please command us. Within the space limits at our disposal we shall strive to give briefly up-to-date happenings in the school field. Your cooperation is solicited in helping us achieve this purpose.

The Guidance Program

This month's "From the Office" column presents the State Guidance Program from the point of view of the State Department. In a sense this is not a new venture. All the teachers and principals, those who come in direct contact with the pupils, assist in guiding the child along life's highway. Both directly and indirectly, they have been acquainting the child with "various ways in which he may discover, and use, his natural endowment." When the child comes to school, his first teacher must discover for herself as well as assist the child to discover for himself what his natural endowments are. She, this first teacher, has a very important task. She helps lay the foundation for learning. She helps the child to acquire habits that may be useful in "discovering his natural endowments." And so throughout his school life this process is continued.

The program inaugurated this year, therefore, is not new; but is simply an effort to place more emphasis upon the guidance phase of the educative process, especially as it relates to high school boys and girls, to high school graduates, and to other school-leavers. In other words, it is the purpose of the Department, with the employment of a Supervisor of Occupational Information and Guidance, to stimulate a better performance in this field. We hope each of you will lend your cooperation in this undertaking to the end that the child "may live and make a living, to the best advantage to himself and to society."

Notes and Announcements

A New Publication

A new publication entitled "North Carolina: Suggestions for Applying the Social Studies" has just come from the press. This publication was prepared by Mr. H. Arnold Perry of the Division of Instructions Service.

Copies have been distributed to the superintendents in sufficient quantity for one to a school. Additional copies will be available for teachers of North Carolina history and geography as well as teachers planning to carry on an activity unit on North Carolina.

"This bulletin," according to the Introduction, "has been prepared to help teachers in the public schools of North Carolina who are seeking new ideas, helpful material, and suggestions as to procedure in teaching the social studies as applied specifically to North Carolina." The publication contains suggestions that should be very helpful to these teachers.

The bulletin has a number of illustrations of historical buildings and places in the State, as well as the State flag, the State song, and the State seal. It has a white cover with an etching of the State Capitol on the front.

Prevent Fire Hazards

The National Board of Fire Underwriters has published for free distribution, a very comprehensive booklet on the subject of Fire Prevention and Protection as Applied to Public and Parochial Schools. Various types of fire hazards are discussed and illustrated, which are followed by discussions of safeguards, fire drills, and fire inspection reports.

A form is provided for self-inspection report, which was prepared by the Board of Fire Underwriters, and approved and adopted by our own Association. The information for which the form provides is not difficult to secure, and presents a very comprehensive picture of the conditions which exist in the school reported on.

Mrs. Morriss Writes Book

"Adult Adventures in Reading," published by E. P. Dutton and Company, has just been released. The author is Mrs. Elizabeth C. Morriss, State Director of the adult education programs of the State Department and of the WPA. Mrs. Morriss is a nationally recognized authority on adult education. She is listed in "Who's Who" for her outstanding work in this field.

The new textbook is designed primarily for use of adult students from fourth to seventh grade ability. There has been a long-felt need for interesting material for these groups, since most of the textbooks heretofore written for adult students have been for those below third grade ability.

Dr. Arthur I. Gates, of Columbia University, wrote the foreword to "Adult Adventures in Reading."

There are one hundred reading selections, divided into four groups of twenty-five each, based upon the four fundamental types of reading described by Dr. Gates as: Reading to appreciate the general significance of a selection; reading to predict the outcome of a given event; reading to understand precise directions; and reading to note details.

14 New Accredited High Schools

Six white, one Indian, and seven Negro public high schools have been added to the accredited list as of July 1, 1939, it was recently announced by the Division of Instructional Service, the official rating division of the Department. These schools were:

School	*County*	*Principal*
WHITE		
George Hildebrand	Burke	O. A. Buff
Avon	Dare	Stanley E. Green
Speed	Edgecombe	Mrs. D. G. Anderson
Pactolus	Pitt	R. H. Forrest
Sunny View	Polk	G. E. Gibbs
Shoals	Surry	L. A. Matthews
INDIAN		
Union Chapel	Robeson	Marvin Carter
NEGRO		
Henry Grove	Anson	J. C. Hillian
Carver	Forsyth	E. E. Hill
Creedmoor	Granville	G. C. Hawley
Ahoskie	Hertford	H. D. Cooper
Lincolnton	Lincoln	G. E. Massey
Willis Hare	Northampton	R. M. Darden
Garland	Sampson	J. V. Boykin

Each of these schools was rated II-B, which indicates that they have met the requirements for entrance into Group II, Class B, the lowest classification for high school standardization.

American Education Week

The celebration of American Education Week for 1939 will be November 5-11. The general theme for this year is: Education for the American Way of Life. The topics for each day of the week follow:

Sunday, November 5—
The Place of Religion in Our Democracy.
Monday, November 6—
Education for Self-Realization.
Tuesday, November 7—
Education for Human Relationships.
Wednesday, November 8—
Education for Economic Efficiency.
Thursday, November 9—
Education for Civic Responsibility.
Friday, November 10—
Cultivating the Love of Learning.
Saturday, November 11—
Education for Freedom.

To assist local school systems in making their observances effective the National Education Association has prepared excellent materials, which may be obtained in the following combination packets, at a cost of 50 cents per packet:

The Kindergarten-Primary School Packet.
The Elementary School Packet.
The Junior High School Packet.
The High School Packet.
The Rural School Packet.

In addition, attractive posters, leaflets and stickers are available, at very reasonable prices.

Make American Education Week count! It is one of the most significant national observances despite the lack of high pressure commercial types of promotion. It succeeds because the American people are interested in Education and because school people recognize in the observance an opportunity better to acquaint the people with the work of the schools.

It is suggested that Thursday, November 9, be observed as "North Carolina Day." Relate the day's topic, "Education for Civic Responsibility," definitely to North Carolina and plan the day's program in keeping with this subject.

September "School Facts"

The September number of STATE SCHOOL FACTS, the other periodical issued by the Department, is devoted to a discussion of "The States and Public Education." This edition gives data concerning public education in the several states, and gives their rank on the basis of the information presented. "On the basis of all these facts," that paper concludes, "it may be said that North Carolina in the matter of public education has a position between 38th and 42nd among the 48 states. Perhaps 40th place would be a good point to say for those desiring a specific rating as to relative position."

A copy of this number of SCHOOL FACTS may be secured from the office of the Department of Public Instruction, Division of Publications.

Information on Japan

The Japan Institute, 630 Fifth Ave., N. Y., was recently organized "as a non-profit-making educational organization for the purpose of helping both individuals and institutions in their desire to know more about Japan. Such questions as the following were answered during recent months:

"What are labor conditions in Japan?"

"Does milk have a place in the Japanese daily diet?"

"How is leisure time utilized in Japan?"

"Who were the first Europeans to come to Japan?"

"How is Japanese chess played?"

"What is the story of the Japanese cherry trees in Washington, D. C.?"

"Please give the latest statistics on American-Japan trade."

In addition to answers to such questions, the Institute has furnished educational material, translations from Japanese sources, photographs, and lending films and lantern slides. Mr. Tamon Mayeda, the Director, states "In applying objective data about Japan, we wish to emphasize that we are not concerned in any way with controversial politics or political matters."

Lands and Peoples

Lands and Peoples published by the Grolier Society has been issued in a new format which will make it attractive to schools that have already met the minimum subject requirements for accreditment. The set will be useful to both elementary and high schools. *Lands and Peoples* is now issued in 30 volumes, each of textbook size, at $49.50 with a special price to schools of $39.70. At a cost of about $1.35 a volume, this is a good purchase for schools needing material on the countries presented. A manual of suggestions for the use of the books is included at the indicated purchase price. At the present time there is no index to the set, but the publishers state that one is in preparation. Schools may wish to delay purchase until the index volume is available.

North Carolina Library Association

The biennial meeting of the North Carolina Library Association will be held at the Highland Pines Inn, Southern Pines, October 26-28. Special plans for an outstanding program for school librarians include a luncheon meeting on Saturday, October 28, at which Miss Althea Currin will speak. Miss Currin was formerly librarian at the Glenville High School, Cleveland, Ohio, and is now professor of library science at the Carnegie Library School, Pittsburgh, Pennsylvania. Recently the sixth edition of *School Library Management* was written by Miss Currin and was published by the H. W. Wilson Company. Detailed plans for the meeting will be available early in October. A large attendance of school librarians is anticipated.

Book Week

National Book Week will be celebrated November 12 to 18. The theme is "Books Around the World." All schools will wish to plan programs to bring books to the attention of both the children and the parents. With the many books available giving background material on the European scene, worthwhile correlation with current affairs can be made. *The Trumpeter of Krakow* by Eric Kelly, with its Polish background, takes on new significance. For 25c a pamphlet of suggestions and a poster in color can be secured from Book Week Headquarters, 62 West 45th Street, New York City.

Program in Homemaking

The following statistics for 1938-39 relative to the Homemaking Program indicate the size and scope of this instruction in the public schools of the State:

		White	*Negro*
1.	Day schools:		
	Number	553,	106
	Enrollment	33,964	9,805
2.	Number offering vocational program:		
	Number	231	29
	Enrollment	16,237	2,889
3.	Adult classes:		
	Number	214	46
	Enrollment	4,253	959
4.	Summary of supervised home projects by types:		
	Housing and surroundings	8,110	1,787
	Provision of food for family	6,329	405
	Selection, care and construction of clothing	7,597	1,201
	Laundering	604	130
	Care and guidance of children	769	145
	Health and home care of sick	644	216
	Home management	1,433	232
	Consumer buying	578	127
	Family and social relationships	1.308	101
	Related subjects	2,089	124
	Chickens	94	.....
	Personal improvement	1,157	.....
	Total	30,712	4,468

Newsmap

The monthly magazine NEWSMAP announces an increase in subscription price from $3.00 a year to $6.00 a year effective with the September 1939 issue. Special rates for quantity subscriptions of 10 or more copies for classroom use are quoted at 20c per month per student. Binders for filing NEWSMAP in permanent form are available at $1.75 each. For full information communicate with the Geographical Publishing Co., Rocky River, Ohio.

Mr. Perry on Leave

Mr. H. Arnold Perry, Associate in the Division of Instructional Service, has been granted a leave of absence for a year of graduate study at Teachers College, Columbia University. He will enter the Advanced School of Education to continue work in elementary school supervision and to take special courses in the language arts and audio-visual instruction. During his leave of absence Mr. Perry's position will be filled by Mr. David Miller, formerly principal of the Altamahaw-Ossipee School in Alamance County.

Distributive Education Program

Mr. T. Carl Brown, who for the past eight years has had varied experience as teacher, coordinator of diversified occupations, Educational Adviser in the C.C.C., and selling in the retail and specialty fields, has been added to the Division of Vocational Education as Supervisor of Distributive Education.

Mr. Brown was graduated from Wake Forest College in 1932. He has had graduate training in both divisions of the University of North Carolina, and New York University in the School of Retailing.

Mr. Brown will aid in the promotion and organization of the distributive education program under the George-Dean Act. This program will take the form of cooperative part-time classes and evening school classes for all of those employed in distributive fields of retailing, wholesaling, or commercial services. The programs will be conducted under the supervision of the local superintendents in each city. Mr. Brown feels that the resulting close tie-up between business and the schools will be of inestimable value in solving their mutual problems.

Teacher Salary Increase

The State Board of Education and the State School Commission, which bodies are under the law jointly charged with the duty of fixing "a State standard salary schedule for teachers, principals, and superintendents," recently revised the teachers salary schedule to take up the increase of $291,313 in funds appropriated by the General Assembly for instructional salaries.

The increase allowed for the maximum schedule was made applicable to those teachers holding class A certificates and having established experience beyond four years. The old and new monthly salaries are as follows:

	A-5	A-6	A-7	A-8
Old	$113.00	$116.50	$120.00	$123.75
New	115.00	118.50	122.00	126.00

The increase allowed in the minimum schedule was made applicable to each experience rating of teachers holding Class A certificates. The old and new monthly amounts under this schedule are as follows:

	A-0	A-1	A-2	A-3	A-4
Old	$74.00	$77.00	$79.50	$82.50	$85.00
New	76.00	79.00	82.00	85.00	88.00

	A-5	A-6	A-7	A-8
Old	$88.00	$90.50	$93.50	$ 96.25
New	91.00	94.00	97.00	100.00

In the first instance the increases are estimated to amount to the annual sum of $170,170, and in the second schedule it is estimated that the sum of $117,760 will be needed—in all a total of $287,930.

A State Cumulative Record Form

A committee was appointed recently by the State Superintendent of Public Instruction to make a thorough study of the pupil accounting system, and draw up a tentative cumulative record form for State-wide use.

Existing records show school marks, attendance, a few personal facts, one or two items regarding health, record of school work done, and character traits. In addition to these items other information designed to picture the development of each pupil as an

(*Continued on page 8*)

North Caroliniana

The Minerals of North Carolina

The minerals of North Carolina may be divided into two groups: the metallic and the non-metallic. The metallic minerals are those which are produced for their metal content, while the non-metallic minerals are produced for purposes other than the utilization of any metal that may be contained in them.

Metallic Minerals. The metallic minerals of North Carolina are confined largely to the Piedmont and Mountain sections. The most important ones are gold, silver, lead, zinc, tin, copper, iron, and titanium.

The gold and silver deposits are confined largely to the Piedmont counties, but small quantities of gold and silver have been found in sixty-four of the one hundred counties.

Lead and zinc deposits of North Carolina occur in the Piedmont and Mountain sections. Deposits exist in Montgomery, Davidson, Haywood, and McDowell counties.

The copper deposits are confined largely to the Mountain counties; however, some copper has been produced in Person, Granville, and Cabarrus counties. The principal copper mine operating in the State is the Fontana Mine in Swain County. Other large deposits occur in Haywood, Jackson, Graham, and Ashe counties.

Tin is found in a belt extending from Lincoln County, North Carolina, into Gaffney, South Carolina. The Lincoln County deposits are now being prospected, and the rock shows very small percentages of tin in the form of tin oxide.

Iron deposits occur in all three of the major physiographic divisions. In the eastern part of the State the iron is principally limonite, or bog iron ore. The first iron ore shipped from the United States to England was shipped from eastern North Carolina. The iron deposits of the Piedmont and Mountain sections are principally magnetite. Many of the iron deposits of the Piedmont and Mountain sections of the State contain small percentages of titanium, a metal used in the steel industry in producing a very hard alloy.

Non-Metallic Minerals. The principal non-metallic minerals found in North Carolina are feldspar, mica, vermiculite, kaolin, kyanite, spodumena, talc, pyrophylitte, olivine, asbestos, garnet, and corundum. There is also a wide variety of semi-precious stones.

Feldspar is confined largely to the Mountain counties, especially Yancey, Mitchell, and Avery, and is used in the manufacture of chinaware, glassware, enamelware, and related products.

The commercial mica deposits are confined largely to Yancey, Mitchell, Avery, Haywood, and Jackson counties. Sheet mica and scrap mica are used widely in the manufacture of electrical supplies and equipment; some of it has been used in stoves. Ground mica is used in a great variety of products, especially paint, roofing, and rubber products.

Kaolin clay occurs in large quantity in Avery, Mitchell, Yancey, Jackson, Haywood, and Lincoln counties. It is used especially in the manufacture of chinaware, enamelware, and in the paper industries.

Kyanite occurs in several of the western counties, and one plant is now in production in Yancey County, near Burnsville. This mineral occurs usually as a crystal and is blue in color. It is used especially in the manufacture of materials such as spark plugs, electrical porcelain, chemical ware, and firebricks.

Some vermiculite deposits of commercial value have been found in Buncombe, Jackson, and Macon counties. This mineral, when heated, expands or exfoliates and is especially suitable for the manufacture of heat and sound proofing materials for use in theatres, broadcasting stations, refrigerators, and elsewhere.

The mineral spodumene occurs in very large quantity in the belt extending from Kings Mountain southward into the northern part of South Carolina. Suitable for the manufacture of glassware and ceramic materials, this mineral is also the source of the metal lithium, a metal that will float on water. Spodumene is also used in the manufacture of lithium chloride for air-conditioning equipment.

The mineral olivine, named for its olive green color, is widely distributed through all of the western counties from the Georgia line to the Virginia line. It is used especially in the lining of steel furnaces.

A variety of asbestos known as anthophyllite, or amphibole, is found in a number of counties in the western part of the State, and at one time was produced in large quantity. This variety of asbestos resembles rotten wood. It is used in a number of products such as asbestos shingles, asbestos curtains, and other fireproofing products.

North Carolina contains several varieties of garnets. The most important are the rhodolite, or red garnet, and the almandite, or iron garnet. This mineral is used in the manufacture of sand paper and other abrasives.

At one time North Carolina was a very large producer of corundum, a very hard mineral used especially in the manufacture of abrasive and refractory products.

There is a large variety of gems and semi-precious stones found in this State.

State Museum Circular

Birds of North Carolina

Circulars Nos. 39-3 and 39-4 carried in the April and May, 1939, numbers of this BULLETIN provided a brief story of the scientific work done on North Carolina birds. In 1918 this work was incorporated in a book "Birds of North Carolina" published by the North Carolina Geological and Economic Survey. Messrs. T. Gilbert Pearson, C. S. Brimley, and H. H. Brimley were the authors. This book of 380 pages was 7 by 10½ inches, cloth bound, and was illustrated with 24 full page color plates, 10 black and white plates and 275 black and white text figures. The book sold for $2.75 and the 3000 copies were "out of print" within about five years. Second hand book stores occasionally offer them for $7.50.

Owing to a growing interest in our birds there has been a consistent demand over the State for a new issue of this book and the following is in explanation.

With the goal of a new and revised edition the original authors began a thorough text revision in 1938. Dr. John Grey began a study of the original cuts available—those which required replacement or revision—and the estimated costs of printing 3000 copies.

All color plates were found to be intact and most of the black and white illustrations were suitable to use again. The authors are giving their services. With these advantages, and omitting overhead costs, a goal of 3000 copies —to sell at $2.00 a copy within a period of three years—was set. This then necessitated some agency to underwrite the initial cost. The problem was presented to the North Carolina Board of Agriculture in February, 1939, and they agreed to underwrite this as a Department of Agriculture Bulletin. Request has been made that the Budget Bureau allow this expenditure by the Department. The revised text of the book is practically complete except for some work being done by the Smithsonian Institution and the U. S. Biological Survey. This should be available next spring.

Classification of Birds*

The birds known to occur at any locality fall into five classes as regards their occurrence. We may take Raleigh as a typical inland locality where continuous observations have been recorded since 1884.

These Classes are: I. Residents, II. Summer Visitors, III. Winter Visitors, IV. Transients, and V. Stragglers.

These various classes will be discussed in the November number of this publication.

* By C. S. Brimley, N. C. Department of Agriculture.

Book Column

Young people are displaying keen interest in vocations in anticipation of earning their own livelihoods. Books of fiction which present true pictures of vocations are in great demand.

Two annotated book lists which have been especially helpful in locating vocational fiction for high schools are:

Lingenfelter. *Vocations in Fiction.* 1938. American Library Association. $1.25.

Van Nostrand. *Subject Index to High School Fiction.* 1938. American Library Association. $.75.

In the following short list of books,* a wide variety of vocations is shown. In addition to giving an authentic picture of the work, each book presents also a delightful story which will appeal to young people who may not be interested in the particular vocation.

Clemens. *Under Glass.* 1937. Longmans. $2.00.
The florist's work in growing flowers under glass is the theme of this delightful story of the rehabilitation of a run-down greenhouse.

Deming. *Penny Marsh, Public Health Nurse.* 1938. Dodd. $2.00.
Public health nursing is filled with both hard work and exciting experience. In this story the heroine acquires success too quickly, but the field is well presented.

Drake and Drake. *Big Flight.* 1934. Little. $2.00.
Beginning as a small job mechanic, Dan Howard works up through aviation training to become a master transport pilot.

Heyliger. *Steve Merrill, Engineer.* 1936. Appleton-Century. $2.00.
Civil Engineering is presented with emphasis given to the importance of fair play in all business ventures.

Means. *Shuttered Windows.* 1938. Houghton. $2.00.
Harriet Freeman, a colored girl, went from the North to live with her grandmother in South Carolina where she became a social worker.

Pennoyer. *Polly Tucker, Merchant.* 1937. Dodd. $2.00.
The story of the retail career of a girl who worked as a saleswoman and finally became a buyer.

Wing. *"Take It Away, Sam!" The Story of Sam Hubbard's Career in Radio.* 1938. Dodd. $2.00.
A variety of experiences in radio broadcasting from clerical assistant to administrative work is given in this authentic novel.

* Prices are subject to discount.

Laws, Rulings and Opinions

Per Capita Distribution—City Administrative Unit

Question: What is the manner of distribution of funds collected on a county-wide basis to city administrative units?

Answer: Your question is answered, I believe, by Section 20 of the School Machinery Act, subsection 2, which requires that the funds be paid out on warrants signed by the Chairman and Secretary of the Board of Trustees for city administrative units and countersigned by such officer as the county government laws require. This section further provides as follows:

"Upon the basis of budget approval and upon receiving the certificate of per capita enrollment as set out in Section fifteen hereof, the county auditor or accountant shall ascertain and determine the proportion of all taxes levied by the county which shall be apportionable to the county administrative unit and any city administrative unit therein. As taxes are collected within said county, the proportion thereof allocable to the county administrative unit and any city administrative unit in said county shall be set up to the credit of such administrative unit by the county accountant or auditor. All funds due to the county administrative unit set up and ascertained as aforesaid shall be paid out as hereinbefore provided, and all funds due any city administrative unit therein shall be paid out as hereinbefore provided."—Attorney General, August 18, 1939.

Taxation; Distribution and Use of Intangible Tax

Question: How should the intangible tax levied by the State be distributed?

Answer: The intangible tax collected under the 1937 Revenue Act should be distributed according to the terms of the 1937 law and should not be distributed under the terms and provisions of the 1939 Act.—Attorney General, July 17, 1939.

Liability in Case of Bus Monitors

Question: Is there any liability on the part of the State School Commission, or the County of....., for injury to a school bus monitor appointed by the local board or the local superintendent, whose duties are to assist drivers in keeping order on school busses and seeing the children safely across roads?

Answer: I do not think that there is any relation of employer and employee in instances of this kind for any liabiblity to arise on the part of the State School Commission, or of the County of....., in case a monitor should be injured while engaged in this type of work.—Attorney General, August 28, 1939.

Collection of Fines

Question: What is the law with reference to the collection of fines, forfeitures and penalties?

Answer: Section 31 of the School Machinery Act of 1939 provides in some detail for the payment of fines, forfeitures, etc. to the school fund. If you do not already have a copy of the School Machinery Act, I suggest that you write to the State Superintendent of Public Instruction for the same.

The County Superintendent, under Section 31, has certain duties to perform in this connection, and where delinquencies exist, a prompt report should be made to the State School Commission and also the Solicitor of the Superior Court. Wilful failure or refusal to account for all fines, etc. in the hands of any court officer is made punishable as a felony.

The County Board of Education would also have the right to sue for these funds, and I suggest that you consult with the County Attorney in working out any details.—Attorney General, May 9, 1939.

Employment of Teachers

Question: May teachers be discharged on the grounds that they were elected as unmarried and later it was learned that they had been married prior to their election?

Answer: In view of the last paragraph of Section 12 of the 1939 School Machinery Act that "in the employment of teachers, no rule shall be made or enforced which discriminates with respect to the sex, marriage or non-marriage of an applicant," I do not think that the school committee would have any legal authority to discharge such teachers.—Attorney General, August 15, 1939.

From the Office

State Guidance Service

On July 1, 1939, the State Department of Public Instruction inaugurated a program of Occupational Information and Guidance. A State Supervisor, Mr. Marion Justice, was employed. In considering the definition of guidance the United States Office of Education formulated this concept after consultation with many leaders in this field:

> "Guidance is a process of acquainting the individual with various ways in which he may discover, and use, his natural endowment, in addition to special training available from any source, so that he may *live and make a living*, to the best advantage to himself and to society."

Most guidance activities may be built around the following six areas: (1) Developing a program of *occupational information*, (2) developing and using an individual inventory, (3) making a study of further training opportunities, (4) counseling individuals and groups, (5) working for an effective placement service for *all school-leavers*, and (6) following-up all school-leavers at regular intervals.

It is the purpose of the State Department to assist the local schools in developing programs which will fit their particular needs rather than to promote an arbitrary adoption of certain set patterns. No financial aid is available from the State for supplementing local guidance programs, but the services of the State Supervisor are available upon call to any superintendent, principal, or interested group. It is hoped that most schools will undertake one or more definite guidance activities as an objective for this year. For schools which have done little guidance work, a follow-up of graduates and drop-outs is suggested as a good starting point.

Some of the activities of the State office to date are:

1. The preparation of State Guidance Bulletins. The following bulletins are available upon request of the State Supervisor:
   a. Bulletin No. 2—"Techniques"—Suggestions for developing local guidance programs.
   b. Bulletin No. 4—"Organizing a Guidance Program — Miscellaneous Suggestions."
   c. Bulletin No. 5—"Let Us Have a Genuine Guidance Program."
   d. Bulletin No. 6—"A Check List of Suggested Guidance Objectives."
2. Participation in the work of the committee by the State Superintendent to draw up an adequate cumulative record form for use in North Carolina schools.
3. Conducting a preliminary survey of present guidance practices in North Carolina high schools.
4. Personal visits by the State Supervisor to a large number of schools over the State to determine from first hand information something regarding present guidance practices and needs.
5. Supplying occupational information and guidance materials in answer to requests from individual schools.

Education for Self-Realization

The inquiring mind—The educated person has an appetite for learning.

Speech, reading, writing—The educated person speaks, reads, and writes the mother tongue efficiently and clearly.

Number—The educated person solves his problems of calculation.

Sight and hearing—The educated person is skilled in listening and observing.

Health knowledge and habits—The educated person understands the facts of health, and works to improve his own health and that of the community.

Recreation — The educated person is participant and spectator in many sports.

Intellectual interests—The educated person has mental resources for the use of leisure thru many arts and pastimes.

Esthetic interests—The educated person seeks, enjoys, and treasures beauty.

Character—The educated person gives responsible direction to his own life.

[*From the Publications of the Educational Policies Commission.*]

Notes and Announcements

(*Continued from page 5*)

all-round individual would be included in the proposed form. Such information would consist of adequate family and personal background, records of standard intelligence and achievement tests, health and medical records, vocational and avocational interests of the pupil, extra-curricular activities, social and personality estimates, and a follow-up of educational and vocational experiences after leaving school. A tentative form will be prepared and presented to the group meetings of principals and superintendents at the District Meetings this fall. The adoption of such a record on a State-wide basis would be gradual and voluntary.

Members of the committee appointed by Superintendent Clyde A. Erwin are: Supt. A. W. Honeycutt, Chapel Hill; Mr. A. B. Combs, Miss Julia Wetherington, Miss Virginia Ward, and Mr. S. Marion Justice, chairman, of the State Department; Principals Paul A. Reid, George H. Arnold and Miss Myrtle Underwood of the Raleigh schools, and Mr. J. Warren Smith, State College.

From the Field

Safety and First-Aid in the Columbus County Schools

Statement of Problem

1. Fatal highway accidents: 1936, 14; 1937, 19; 1938, 9; 1939, 4.*
2. School bus.
3. Farm and home survey showed many home accidents.
4. 12,000 school children.
5. 6,000 transported daily.
6. Survey by Highway Patrol showed lack of knowledge of motor vehicle laws.
7. Drownings in creeks and lakes.
8. School accidents — no first aid equipment or training.
9. Demand of people for practical training.

Approach to Problem

1. Survey of teaching personnel.
2. Survey of current safety teaching.
3. Cooperation of N. C. Highway Patrol.
4. Cooperation of A. C. L. Railway.
5. Cooperation of State Dept. of Public Instruction.
6. Cooperation of American Red Cross.
7. Cooperation of local agencies.

Solution of Problem

1. Creation of Public Sentiment—
   a. Pep talks.
   b. Slide pictures.
   c. County wide teachers meetings.
   d. Enforcements of motor vehicle laws.
   e. Strict licensing of school bus drivers.
2. Teaching of Safety—
   a. Learning to drive an automobile.
   b. W.P.A. Safe-Driving School.
   c. Classes — Publication No. 174 State Dept. Public Instruction.
   d. Safety Patrol organization in each school.
3. Teaching of First-Aid—
   a. Teacher training—American Red Cross, Washington, D. C.
   b. Requirement of First-Aid Course in grades 6-7.
   c. Substituting First-Aid credit for H. S. subject.

Results to Date

1. 1,200 children certified first-aiders.
2. Fatal accidents reduced 50%.
3. Public sold on idea.
4. 125 A.R.C. certified instructors in teaching personnel.
5. School and truck accidents reduced.
6. A public conscious of safety education.

* To date.

Librarian
N C State Library

VOLUME IV NUMBER 3

November, 1939

NORTH CAROLINA

PUBLIC SCHOOL BULLETIN



Issued by the
Superintendent of Public Instruction
Raleigh, North Carolina

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THIS MONTH'S CALENDAR

3	N.C.E.A. Northwestern District Meeting, High Point
5-11	American Education Week
10	N.C.E.A North Central District Meeting, Raleigh
11	Armistice Day
12-18	National Book Week
17-18	N.C.E.A. Northeastern District Meeting, Wilson
24-25	N.C.E.A. Southeastern District Meeting, Lumberton
30	Thanksgiving Day—North Carolina

WE POINT WITH PRIDE

To the—

GREENSBORO CITY SCHOOLS

for their

PROGRAM OF ART

THIS MONTH'S QUOTATION

Much reading is like much eating, wholly useless without digestion.

R. South

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

Published monthly
except June, July and August
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CLYDE A. ERWIN, *State Superintendent of Public Instruction*
L. H. JOBE, *Director Division of Publications, Editor*

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STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

November 1, 1939

To Superintendents, Principals and Teachers:

I wish to call your particular attention at this time to the observation of American Education Week. As you know, the dates for this observance are November 5 through 11. This is a splendid opportunity to call the attention of the public both to the needs and accomplishments of our public school system. I hope that no teacher, principal, or superintendent will overlook this opportunity.

I should like to suggest that during this week you give special emphasis on Thursday to the observance of North Carolina Day. Our children need to give more study to the history and resources of our State. Many schools are doing a splendid piece of work along this line. I have observed in a great many libraries the accumulation of excellent materials portraying the history and resources of the State, and have learned of many projects which have been far-reaching in the dissemination of information about our State. I believe that through a proper observance of North Carolina Day we can stimulate a worthwhile spirit of State patriotism, and can lay foundations upon which to build a real program in the teaching of North Carolina history and geography.

Very truly yours,

Clyde A. Erwin

State Superintendent of Public Instruction

Editorial Comment

Sets of Books—Warning

Any sets of books offered for sale on the basis of the set being given and the purchaser paying for annual supplements should be carefully investigated. The Federal Trade Commission has condemned "the give-away plan" of selling books as a sales method. By such a method the salesman tells his prospective purchaser that she has been selected as an outstanding teacher to whom the set of books is to be donated. All she has to do is to agree, by signing a contract, to purchase the annual supplements to the set, and at the end of a month to write a letter of commendation regarding the books. Part of the contract is in fine print and so the teacher who accepts the set of books agrees also to purchase the supplements for a stipulated period of years, in most instances ten, for a stipulated price, which is far in excess of the price of the original set.

Every case of this kind called to the attention of the State Department of Public Instruction has shown that the purchaser obligated himself to pay far more than the current price quotation for the set. Nor have such sets ever appeared in any recommended first purchase lists from the Department.

Teachers and principals are warned, therefore, against such selling schemes; and urged to read very carefully all fine print on contracts. Specific information about any particular set of books may be secured from the State Library Adviser of the Department of Public Instruction.

Guest Editorial

Parents of the county should cooperate with school officials in making the forthcoming term a successful one. Teachers may try as hard as they can but they cannot succeed as they should without the combined co-operation of the people who pay taxes to run the schools.

One of the most important things is to see that children enter school in a healthy condition. A slight physical impairment may cause a pupil to go through the entire term without getting desired results. If, on the other hand, he had received a physical examination prior to the opening of school the condition might have been relieved and his success assured.

In addition to this, parents should stand behind the teachers, remembering that they have an objective in life, and that is to prepare youth for a more useful life. With the cooperation of the parent this task becomes far more easy. In fact, it should be the desire of every parent to help in every way he or she can.—Daily Times, Morehead City and Beaufort, August 26, 1939.

Notes and Announcements

WPA Education Program

The WPA Education Program in North Carolina will emphasize three phases of work this fall and winter. These three phases will be: (1) literacy, (2) education for family living, and (3) safe driving schools.

Literacy work will not only try to reach the one-person-out-of-every-ten North Carolinians who is illiterate. It will also try to prevent further illiteracy by returning children to the public schools. This type of work is known as home-and-school cooperation. Through home-and-school cooperation the adult education teacher, upon request of school officials, spends one day each week in visiting the homes of problem children. The parents, once interested in education by this visiting teacher, send their children back to school. Of course the adult education teacher is not always successful, but this phase of work was directly responsible for returning 5,000 children to public school last year.

Education for family living means homemaking and parent education, with the nursery schools as laboratories. At the present time there are 12 WPA nursery schools in the State. It is hoped that this number may be increased as teachers are added to the program. During August and September, WPA nursery school and adult education teachers were reduced about 50 per cent by the regulation which cut off all WPA employees who had been working 18 months or longer. New teachers and some of these former teachers are now being reassigned to the program and the present reduction of the usual quota of 850 teachers is only about 40 per cent.

Safe driving schools of the WPA education program are three weeks courses. Classroom instruction in motor vehicle laws and actual driving practice are given during the three weeks. More than 4,000 adults have graduated from safe driving schools during the past year.

High School Senior Examination

The High School Senior Examination sponsored by the North Carolina College Conference and the State Department of Public Instruction, was given October 18 to high schools in city units and on November 1 to high schools in county units. All booklets and materials used in the test are being sent to the Division of Tests and Measurements, University of North Carolina, Chapel Hill, where they will will be checked, tabulated, and the results made known later.

Negro School Plant Improvements

In a recent report, Mr. W. F. Credle, Director of Schoolhouse Planning, gave certain statistical information concerning the work done in Negro school plant improvement in the State during the past five years. The first column gives data for the year 1937-38, and the second column presents similar information for a five-year period ending with 1937-38:

	1937-38	*5 Years*
1. No. of new Negro schoolhouses completed or begun	64	264
2. Estimated No. of rooms	363	1,278
3. Estimated cost	$998,564	$3,073,544
4. No. of plants improved or landscaped	423	837
5. Estimated cost	$251,888	$ 610,993

According to Mr. Credle, the following county units "have done rather outstanding work in building Negro schools during the past five years": Davidson, Durham, Harnett, Mecklenburg, New Hanover, Onslow, Rockingham, Stanly and Wake.

College Conference Elects Officers

At its nineteenth annual meeting which was held on October 24 and 25 at Greensboro, the North Carolina College Conference elected H. G. Bedinger, President of Flora MacDonald College, president and Professor A. D. Franks of E. C. T. C., vice-president. Dr. James E. Hillman, Director of the Division of Professional Service for the State Department, was reelected secretary-treasurer.

Geographic Bulletins

The National Geographic Society, Washington, D. C., has announced that the publication of its illustrated news bulletins has been resumed. These bulletins are issued weekly for 30 weeks of the school year. They contain pertinent facts for classroom use from the stream of geographic information that pours daily into the Society's headquarters from all parts of the world. They are obtainable by teachers, librarians and normal students at 25 cents per year.

Soap Sculpture Contest

The National Soap Sculpture Committee, 80 East 11th St., New York, has announced its 16th annual competition for small sculptures in white soap for the Proctor and Gamble Prizes. The contest will close May 15, 1940.

As in previous competitions, cash prizes totaling $2,200 will be awarded in three groups: Advanced Amateur, Senior, and Junior. Special cash awards will be given to the public, private or parochial schools or classes entering the best exhibit of soap sculpture in which a group has participated. Other special awards will be made. A folder giving the conditions of the Competition may be secured from the Committee.

National Duplicated Paper Association

Schools issuing papers by the duplicated process may find it helpful to become a member of the National Duplicated Paper Association, Central Normal College, Danville, Indiana. This organization has for its purposes the following: "To foster duplicated school papers in order to help them attain a higher quality; to give encouragement to amateur journalists and commerce students; to bind those who are interested more closely together so that a more common understanding and knowledge of what each is doing may result; and to publish any other needed materials if at all possible so that all may know about them." The fee of $2.25 per year for membership includes a copy of the Idea Book for 1939, the monthly magazine, and the critic service. Individual critic service may be had by members upon payment of 50 cents extra.

Conferences on Public School Music

To promote the teaching of public school music the State Department of Public Instruction in cooperation with the State Federation of Women's Clubs is holding two series of conferences on public school music throughout the State. The conferences, according to Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the Department, are designed to give practical help to all public school teachers in carrying on a program of music in their schools. Attention will be given to current problems in teaching music, demonstrations and exhibits, and professional aids in teaching music. Miss Grace Van Dyke Moore, Woman's College of the University of North Carolina, will preside at these conferences, and Mrs. E. E. Randolph, Promotion Chairman of the State Music Fund, will represent the Federation.

The following schedules have been made:

Western schedule:

Nov. 4—Gastonia and Hickory
Nov. 11—Boone and Salisbury
Nov. 18—Greensboro and Rockingham

Eastern Schedule:

Nov. 11—Burgaw
Dec. 2—Roanoke Rapids, Raleigh and Fayetteville
Dec. 9—Edenton and Wilson
Dec. 16—New Bern and Sanford

The time for each conference has been set for 10:30 to 12:30 A. M.

Governor Hoey Urges Observance of Education Week

The following statement relative to the observance of American Education Week was released to the newspapers by Governor Clyde R. Hoey:

"American Education Week will be observed this year from November 5th to 11th, inclusive, and the theme will be *Education for the American Way of Life.*

"This observance is of outstanding importance. It begins on Sunday, November 5th, with emphasis on the subject, *The Place of Religion in our Democracy,* and each day the subject and program will be of vital concern and interest to the whole people as

well as to the students in our schools and colleges. The schools, churches, civic clubs and patriotic societies should all participate in the full observance of Education Week and make it a real occasion for stirring our interest in education and arousing our patriotic zeal for our country, our institutions and our prized heritage of liberty and freedom.

"Thursday, November 9th, is officially designated as North Carolina Day and special programs will be arranged in all our public schools emphasizing the history of our State and something of its accomplishments and achievements in the past and present. This should be made a real occasion for acquainting the students with our State.

"*Education for Freedom* will be the topic for the closing day—November 11th, Armistice Day. The program for each day during the week will deal with a subject vital to the cause of education and public appreciation of the worthwhile things in our form of government. Great good should be accomplished by the proper observance of American Education Week and I urge that all of our people participate fully in the programs."

The High School Journal

THE HIGH SCHOOL JOURNAL, published eight times a year by the Department of Education, University of North Carolina, Chapel Hill, may be had at $1.50 per subscription, in clubs of five to nine at $1.20 each, or in clubs of ten or more at $1.00 each.

This is a very desirable publication for high school teachers and principals, according to Superintendent Clyde A. Erwin. "In my opinion," Superintendent Erwin stated, "this publication is better now under present editorial management than it has been during its entire life, and I should like to see one or more copies placed in every high school of the State."

Textbook Commission to Handle Library Books

Beginning this year with six administrative units the State Textbook Commission will handle library books. Under the plan, which was agreed upon by a committee of superintendents about two years ago, the units now renting supplementary readers may use some of their money for the purchase of library books from the Commission. The money paid to the Commission as rental fees for supplementary readers is credited to the units after a sufficient amount to pay for the readers and expense of distribution has been collected. Although the rental fees are collected each year, it was thought by the committee of superintendents that those units reasonably well supplied with supplementary readers should have the privilege of buying additional reading material in the form of library books.

It is estimated that about twenty units will be eligible to participate in the library plan by the end of the current year. Negotiations are now under way with publishers of library books in order that the six units now eligible may buy library books under this plan.

American School of the Air

The National Education Association in cooperation with the Columbia Broadcasting System has begun its ninth year on the air in behalf of schools and teachers. Four programs, designed as supplementary aids to classroom teaching in music, literature, science and civics, are being broadcast each week from 9:15 to 9:45 A. M., as follows:

Tuesdays—Folk Music of America
Wednesdays—New Horizons
Thursdays—Tales from Far and Near
Fridays—This Living World

Department Member Becomes College President

On October 12th the Board of Trustees of the Elizabeth City State Teachers College elected Mr. Harold L. Trigg, member of the Division of Negro Education, as President of that institution to succeed the late President John Henry Bias. Mr. Trigg will connect himself with this institution as soon as seems wise and feasible in consideration of his present professional work with the Department.

Mr. Trigg received his undergraduate training at Morgan College, his Master's Degree at Syracuse University and two years additional graduate training at Columbia University, Yale University and Sarah Lawrence College. He has been a staff member of the State Department for the past eleven years. During this period he was granted a leave of absence of one and one-half years to serve as Associate Director in the National Survey of Vocational Education and Guidance for Negroes. Prior to his attachment to the Department Mr. Trigg served this State as principal of high schools, instructor and assistant director of summer schools, and as a regular member of the teaching staff of three institutions of higher learning in the State.

Conferences for Principals of Negro High Schools

A series of conferences for principals of Negro high schools are being held throughout the State. Several of these conferences were held in October, and the following will be held this month:

November 1 — Hillside Park High School, Durham
November 2—Booker T. Washington School, Rocky Mount
November 3—Industrial High School, Greenville
November 7—P. W. Moore High School, Elizabeth City

The conference period, 1:00 P. M. each day, has been arranged so that principals might start their schools for the day and still arrive at the conference place in proper time for the meeting. The theme of the conference is "Curriculum Development and Guidance for Individual Needs." Mr. H. L. Trigg, Supervisor of Colored High Schools for the Department of Public Instruction, will preside at each of these conferences, and other members of the Department hope to be present and participate in the discussions.

Guide Book Available

"North Carolina—A Guide to the Old North State" is the title of a new 600-page book compiled and written by the Federal Writers' Project of the WPA under the sponsorship of the Department of Conservation and Development.

The volume contains a calendar of events and sections on the natural setting, Indians, history, Negroes, agriculture, modes of travel, industry, labor, public education, religion, sports and recreation, folkways and folklore, eating and drinking, the arts, and architecture. There is also a section devoted to the principal cities and towns.

Much of the book is devoted to 33 motor tours from points on the State line and within the State. The tours point out landmarks, local historic spots, tell legends as well as facts, and acquaint the traveler with the country and the people.

Orders may be placed with the Department of Conservation and Development, Raleigh, N. C., at $2.50 per copy. A special quantity price to superintendents for school libraries as follows has been made:

For 10-24 copies at $2.00 per copy.
For 25-49 copies at $1.75 per copy.
For 50 or more copies at $1.50 per copy.

Great Plays Broadcast

Two thousand years of drama—from ancient Greece to Broadway—a series of radio plays, is now being broadcast each Sunday afternoon over the Blue network of the National Broadcasting Company from 2:00 to 3:00 P. M.

The list of plays including author and date of broadcast is as follows:

October 15	Antigone	Sophocles
October 22	Alcestis	Euripides
October 29	Everyman	Morality Play
November 5	Edward II	Marlowe
November 12	Romeo and Juliet	Shakespeare
November 19	Much Ado About Nothing	Shakespeare
November 26	Macbeth	Shakespeare
December 3	Volpone	Jonson
December 10	Tartuffe	Moliere
December 17	Beggar's Opera	Gay
January 7	The Rivals	Sheridan
January 14	William Tell	Schiller
January 21	Ruy Blas	Hugo
January 28	Rip Van Winkle	Jefferson
February 4	Arrah-na-Pogue	Boucicault
February 11	Peer Gynt	Ibsen
February 18	The Pirates of Penzance	Gilbert-Sullivan
February 25	Pelleas and Melisande	Maeterlinck
March 3	The Second Mrs. Tanqueray	Pinero
March 10	Secret Service	Gillette
March 17	L'Aiglon	Rostand
March 24	Captain Jinks	Fitch
March 31	The Three Sisters	Chekhov
April 7	The Playboy of the Western World	Synge
April 14	Strife	Galsworthy
April 21	Liliom	Molnar
April 28	The Return of Peter Grimm	Belasco
May 5	Winterset	Anderson

North Caroliniana

First Press Agent

When Irving S. Cobb, the humorist, wrote his famous series of America Guyed Books in 1924 he titled the one for our State, *North Carolina: All She Needs is a Press Agent.* Cobb was unquestionably right in appraising our need at that time, although the legislature did nothing about filling that need until 1937, when appropriation was made for the State News Bureau, an effective organization that is telling the world about the advantages of touring and living in North Carolina. This instance of press agentry was not, however, the first for North Carolina. John Lawson, over two hundred years ago, extolled the virtues of the Old North State.

In December, 1700, Lawson set out from Charleston on a journey of about a thousand miles up into Piedmont North Carolina and thence eastward to the Albemarle Settlements. He returned to England in 1709 and wrote *Lawson's History of North Carolina,** which he described as "containing the exact description of that country, together with the present state thereof and a journal of a thousand miles traveled through several nations of Indians, giving a particular account of their customs, manners, etc., etc." A finer bit of press agentry than his description of the State at that time is to be found nowhere. The following excerpt is typical of Lawson's style:

"When we consider the Latitude and convenient Situation of Carolina, had we no farther Confirmation thereof, our Reason would inform us that such a Place lay fairly to be a delicious Country, being placed in that Girdle of the World which affords Wine, Oil, Fruit, Grain and Silk, with other rich Commodities, besides a sweet Air, moderate Climate and fertile Soil; these are the Blessings, (under Heaven's Protection) that spin out the Thread of Life to its utmost Extent, and crown our Days with the Sweets of Health and Plenty, which, when joined with Content, renders the Possessors the Happiest Race of Men upon Earth.

"The Inhabitants of Carolina, through the Richness of the Soil, live an easy and pleasant Life. The Land being of several sorts of Compost, some stiff, others light, some marl, others rich, black Mould, here barren of Pine, but affording Pitch, Tar and Masts; there vastly rich, especially on the Freshes of the Rivers, one part bearing great Timbers others being Savannas or natural Meads, where no Trees grow for several Miles, adorned by Nature with a pleasant Verdure, and beautiful Flowers, frequent in no other Places, yielding abundance of Herbage for Cattle, Sheep, and Horses. The Country in general affords pleasant Seats, the Land, (except in some few Places,) being dry and high Banks, parcelled out into most convenient Necks, (by the Creeks,) easy to be fenced in for securing their Stocks to more strict Boundaries, whereby with a small trouble of fencing, almost every man may enjoy, to himself, an entire Plantation, or rather Park. These, with the other Benefits of Plenty of Fish, Wild-Fowl, Vension, and the other Conveniences which this Summer-Country naturally furnishes, has induced a great many Families to leave the more Northerly Plantations and sit down under one of the mildest Governments in the World; in a Country that, with moderate Industry, will afford all the Necessaries of Life. We have yearly abundance of Strangers come among us, who chiefly strive to go Southerly to settle, because there is a vast Tract of rich Land betwixt the Place we are seated in and Cape Fair, and upon that River, and more Southerly which is inhabited by none but a few Indians, who are at this time well affected to the English, and very desirous of their coming to live among them. The more Southerly the milder Winters, with the Advantages of purchasing the Lords Land at the most easy and modern Rate of any Lands in America, nay, (allowing all Advantages thereto annexed,) I may say the Universe does not afford such another; Besides, Men have a great Advantage of choosing good and commodious Tracts of Land at the first Seating of a Country or River, whereas the Later Settlers are forced to purchase smaller Dividends of the old Standers, and sometimes at very considerable Rates; as now in Virginia and Maryland where a thousand Acres of good Land cannot be bought under twenty shillings an Acre, besides two Shillings yearly Acknowledgement for every hundred Acres; which Sum, be it more or less, will serve to put the Merchant or Planter here into a good posture of Buildings, Slaves, and other Necessities, when the Purchase of his Land comes to him on such easy Terms. And as our Grain and Pulse thrives with us to admiration, no less do our Stocks of Cattle, Horses, Sheep and Swine multiply."

* A reprint of *Lawson's History of North Carolina,* 1714 edition, was recently sponsored by the North Carolina Society of the Colonial Dames of America. It was published by Garrett and Massie, Richmond, Virginia, in 1937 and sells for $3.00.

State Museum Circular

Classification of Birds

Continued

I. Residents are birds known to occur throughout the year. In some cases the same individuals occur all the year, in others the winter birds are not the same individuals that breed here in the summer. In the former class is the Carolina wren, in the latter the robin, the robins that nest with us not staying for the winter but having their places taken by other robins from further north.

Among our common residents are: English sparrow, starling, robin, bluebird, Carolina wren, mockingbird, both kinds of tits, most of the woodpeckers, most of the hawks and owls, both vultures, cardinal redbird, red winged blackbird, meadow lark, partridge or bob-white, dove, killdeer, kingfisher and some others. Most abundant are the English sparrow—not a sparrow—and the starling, both imported from Europe. The former reached Raleigh about 1880, the latter in 1923. The total number of residents is 45, nearly all of which are known to breed here.

II. Summer visitors are those birds that spend the warm part of the year with us but leave during the winter. Most of them regularly breed with us but there are a few birds like the little blue heron which breed on the coast and after the breeding season is over the young birds scatter all over the country, the young of this species, by the way, are white. Our summer visitors are 49 in number all being known or presumed to breed except the little blue heron mentioned above. Among the commonest are catbird, chipping sparrow which arrives in late February, wood pewee, yellow-throated vireo locally called hanger, chimney swift, rubythroated hummingbird, whippoorwill and its big cousin the chuckwillswidow, also the nighthawk or bullbat which is not the same as the whippoorwill, cuckoo or raincrow which does not usually arrive till middle May, summer tanager or summer redbird, purple martin locally called black martin and gourd martin, kingbird or beemartin, green heron also known as shypoke and fly-up-the-creek, indigo bunting and blue grosbeak, and many scarcer birds.

III. Winter visitors are birds which breed further north but come south to spend the winter with us. 32 kinds belong here, but owing to the short days and cold weather these are not apt to be as familiar to us as the two preceding groups, though everybody knows the snowbird, now officially called junco. Others are the crow blackbird (which by the way does stay the summer in parts of the state, but not at Raleigh) several native sparrows, most of the ducks that occur at Raleigh, the marsh hawk, locally called rabbit hawk and others including several small woodland birds such as the kinglets and brown creeper.

(*To be continued*)

Book Column

Book Week Suggestions

New books constitute the very best publicity for the observance of Book Week since they are concrete evidence of approval. The listed titles are recent publications.*

PRIMARY GRADES

Brock. *A Present for Auntie.* Knopf. $1.00.

The story of John's difficulty in selecting a suitable birthday gift for his auntie. Large type.

Handforth. *Mei Li.* Doubleday, and Junior Literary Guild. $2.00.

A Chinese girl attends the New Year Fair in Peiping. This picture book received the Caldecott Award as the most distinguished picture book of 1938.

Sharpe. *Tobe.* Photographs by Farrell. U. N. C. Press. $1.00.

A North Carolina author and photographer combine to tell the story of a six-year-old colored boy's life on a farm.

GRAMMAR GRADES

Bragdon. *The Land of William Tell.* Stokes. $1.50.

An attractive social science book on Switzerland, illustrated with many photographic reproductions.

Enright. *Thimble Summer.* Farrar and Rinehart. $2.00.

The delightful story of life on a present-day Wisconsin farm. The book was awarded the Newberry Medal as the most distinguished book for children in 1938.

McKenny. *A Book of Wild Flowers.* Macmillan. $2.00.

Thirty-three of the more familiar wild flowers are presented with beautiful colored illustrations and with a page of text about each.

HIGH SCHOOL

Crawford. *"Hello, the Boat!"* Holt. $2.00.

A hearty story of the peddling of hardware and dry goods down the Ohio River during the depression of 1817.

Keliher. *Air Workers.* Harper. $1.00.

One of a series of vocational picture fact books, giving needed information in clear brief style. Photographic illustrations. Other titles published are *News Workers* and *Nurses at Work.*

Meader. *Bat, the Story of a Bull Terrier.* Harcourt, and Junior Literary Guild. $2.00.

An outstanding dog story with a spice of mystery which will appeal to all students.

* Prices subject to discount.

Laws, Rulings and Opinions

Allotment of Students and Teachers in Districts

Question: Who is the authority to allot teachers and students in school districts?

Answer: It is my opinion that under the school law, the county board of education is the authority which has the right to determine in a district which particular school in that district a pupil shall attend. This would carry with it the determination as to whether or not a school is or is not over-crowded.

As to the assignment of teachers within a district after the allotment has been made by the State School Commission, the School Machinery Act of 1939, Section 7, in part provides as follows:

> "The distribution of the teachers between the several schools of the district shall be subject to the approval of the county board of education."

I find no other provision controlling this situation and I, therefore, am of the opinion that the plan for assignment of teachers to the various schools in a school district should be made by the local school committee, but this is not effective until it has been approved by the county board of education. In other words, the county board of education is the final authority to approve the assignment of teachers within any district in a county administrative unit.—Attorney General, October 2, 1939.

Liability in Using Bus Off Regular Route

Question: What is the liability, if any, of a bus driver, county superintendent, board of education, school principal or school committeemen, in the case of injury or damage when a bus has been taken or sent off its regular route?

Answer: The School Machinery Act of 1939 prescribes the methods by which school bus routes are to be established and laid out. This Act also provides that all bus routes shall be filed with the county board of education prior to the opening of school. While the school buses are being operated on the designated routes, their operation would be governed by the laws covering public officials in the discharge of their duties; but when any of the officials mentioned in your inquiry, or a bus driver, deliberately sends or takes a bus off the regular route and uses it for some other purpose, thereby causing injury to some person or property, I am of the opinion that the acts and conduct of such persons would be governed by the ordinary rules of negligence.—Attorney General, September 21, 1939.

Musical Instruments a Necessary Expense

Question: Is the purchase of musical instruments for the high school band a necessary expense of the constitutional term, and do the county commissioners have authority to levy taxes for such purpose?

Answer: I do not think that it can be said that it is beyond the discretion of the school authorities to provide for the teaching of music in the schools. If they have discretionary power to include such teaching in the curriculum they may of course include it in the budget submitted to the County Commissioners, and they in turn have authority to levy taxes to provide the necessary funds for such purpose, including funds necessary for the purchase of instructional supplies, equipment and apparatus. I do not think that it would be either ultra vires or unconstitutional for the commissioners to levy taxes to cover such an item.

If the equipment proposed to be bought is new equipment probably the item would be classified as a Capital Outlay item, but if it is to replace existing worn-out equipment it would probably be classified as an item of Current Expense. I believe this would be a matter to be considered when the budget is acted upon by the State School Commission.—Attorney General, August 29, 1939.

A Joint Resolution to Provide for Giving Instructions in Safety Education in Public Schools

WHEREAS, the subject of safety education is receiving prominent attention by civil organizations, leading citizens and school officials of our Country, and

WHEREAS, statistics prove that many lives could be saved and accidents prevented if our school children were given an opportunity for classroom instruction in safety education against accidents in the home, on the playground, at school and upon the highways,

WHEREAS, the General Assembly of North Carolina recognizes that the State Department of Education, and school officials throughout the State, are willing to cooperate in selecting right and proper subject material upon safety to be taught in the schools of the State, now, therefore, be it

Resolved by the House of Representatives, the Senate concurring:

SECTION 1. That the State Superintendent of Public Instruction, be and he is hereby, directed and instructed, to add a course of study upon the subject of "Safety" in which every child in the first eight grades of the public schools of North Carolina shall be given a course in safety education; and that he be further instructed and directed to contact each county and city superintendent

(Continued on page 8)

From the Office

Distributive Education

The Department of Distributive Education was set up on August 15, 1939 by the State Department of Public Instruction under the supervision of Mr. T. Carl Brown.

Distributive education is one phase of the vocational education program in North Carolina. It provides for the training of employed people in the various Distributive Occupations. Funds are provided through the George-Deen Act which also furnishes further support for other established fields of vocational education. Distributive Occupations include all those activities connected with the selling of merchandise or services. A few examples of persons employed in distributive occupations are: salespeople of all types of commodities (retail and wholesale); department heads, buyers, etc.; managers and operators of all kinds of shops and stores; commercial and personal service employees in contact with customers as cashiers, adjusters, waitresses, and route salesmen.

The purpose of this type of education is to provide educational possibilities for the vast number of people who are each year entering the field of distribution so as to prevent loss occasioned by failures, to train workers to give more efficient services, and to prepare individuals to advance to positions of greater responsibilities through increased knowledge, skill and judgment.

Under the provisions of the Federal Act the program will be under the supervision of the county and city superintendents, who will be reimbursed according to the State plan for the salaries of teachers employed to teach classes in distributive education.

Classes are planned for two groups of people. First, workers in distributive occupations who want to learn how to do their jobs better or to prepare themselves for advancement in the field. The second group will be high school boys and girls who are employed in stores part-time and attend school classes the remainder of the time.

For regularly employed workers, buyers, managers, and owners two types of classes have been planned. The first is evening classes which are conducted during the period when they are not employed; these classes may be held before work time, after closing, or at night. The second is the type of class for workers who can leave their work for a few hours each week to attend classes. Classes may be held right in the store, in the school building, or any other suitable place.

To insure adequate instruction teachers are selected who have had thorough retail experience, who are well acquainted with trade and who know the problems to be met. Two types of teachers will be employed to conduct training courses; regularly employed store people and itinerant teachers. Training directors, managers, department heads and qualified salespeople are employed to conduct classes in the evening. Itinerant teachers, coming from the field of distribution, will be employed full time to work in several towns. These teachers will spend one or two months in each town promoting the program, teaching classes and training other teachers.

Education for Human Relationship

Respect for humanity—The educated person puts human relationships and welfare first in his scale of values.

Friendships—The educated person enjoys a rich and sincere social life.

Cooperation—The educated person can work and play with others.

Courtesy—The educated person observes the amenities of social behavior.

Appreciation of the home—The educated person appreciates the importance of the family as a social institution, as creator and guardian of human values.

Conservation of the home—The educated person conserves family ideals.

Homemaking—The educated person is skilled in the arts of homemaking.

Democracy in the home—The educated person maintains democratic family relationships. To practice democracy in the home is to build democracy into the entire fabric of the nation's life.

(From the Publications of the Educational Policies Commission.)

Laws, Rulings and Opinions

(Continued from page 7)

and advise them of this resolution and ask their cooperation in giving effect to the teaching of safety and in obtaining for the students the best materials now available.

SEC. 2. That this Resolution be in effect from, and after, its ratification.

In the General Assembly read three times and ratified, this the 24th day of March, 1939.

NOTE—A course of study on "Safety" is in process of preparation. Until such a course is available schools may use Publication No. 174, copies of which may be secured by superintendents from the State Department of Public Instruction, Division of Publications.

From the Field

The Greensboro Art Program

The Greensboro schools are trying to make art so vital a part of the school program, that it functions in life both outside and in the schools. Their objective is to make the child's whole life more satisfying as an outcome of his art training in school. As a result of this work of helping to cultivate the taste of the child, many of the schools have chosen lovely pastel color schemes for the walls, woodwork, and furniture of their classrooms. To make art a part of the child's daily living, it is therefore, closely tied up with the rest of the school program by the classroom teacher.

The Greensboro teachers are fortunate in being able to improve their own art training, by taking courses at the Woman's College of the University of North Carolina during the winter and in summer school. They also attend regular art meetings planned by their supervisor, at which time, they are given written suggestions and plans for their art program, demonstrations of various processes, and are shown exhibits of art work done in the various schools. They are also given the opportunity to visit the classroom work of other teachers, thus constantly gaining new ideas.

The school libraries subscribe to a variety of art magazines, and have added from year to year many splendid reference books on art, so that with the suggestions from the supervisor, the teachers achieve a much richer art program than any one art textbook could provide. This program includes illustration in chalk, crayons, and water color, costume, interior, and textile design, single and all-over design block prints, figure drawing, modeling and carving in clay, plaster and wood, lettering and poster making, and metal and leather work.

In the junior and senior high schools, it is necessary to have special art teachers, who are highly trained in art. The students in these grades are more advanced, and therefore need more technical courses.

The Greensboro city schools art program is one of the strongest in the State. Proof of this lies in the fact that the Greensboro system has won more first awards in the North Carolina State Creative Art Contests than any other school system in the State. Work from this competition was shown at the Eastern Arts Association in New York City in May 1939. It was then made into a traveling exhibit to be circulated throughout the State.

It is the opinion of the Greensboro system that in frequent exhibits of the art work done in the schools, the public will become more art conscious. Therefore the regular art work was exhibited during the year at both the State and county fairs, and every two weeks, new work was exhibited at the Greensboro Art Center.

NORTH CAROLINA

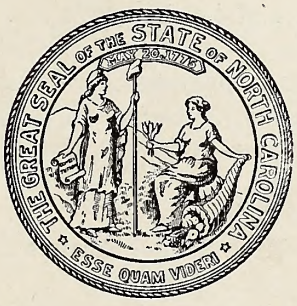
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VOLUME IV NUM.

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NORTH CAROLINA

PUBLIC SCHOOL BULLETIN



Issued by the
State Department of Public Instruction
Raleigh, North Carolina

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This Month's Calendar

2—Monroe Doctrine presented to Congress, 1823

17—First airplane flight of Wright brothers. Kitty Hawk, N. C., 1903.

18—First North Carolina Constitution ratified, 1776.

21—Winter begins.

25—Christmas.

29—Andrew Johnson born, 1808, Raleigh, N. C.

We Point With Pride

To The—

DURHAM CITY SCHOOLS

for their

Splendid Music Program

This Month's Quotation

Let every hall have boughs of green,
With berries glowing in between;
In the week when Christmas comes,
Let every doorstep have a song
Sounding the dark streets along,
In the week when Christmas comes.

Eleanor Farjeon

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*
L. H. JOBE, *Director Division of Publications, Editor*

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STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

December 1, 1939

To Superintendent, Principals and Teachers:

A copy of a Resolution of the last General Assembly, "A Joint Resolution to Provide for Giving Instruction in Safety Education in Schools," was included in the November issue of this publication.

This Resolution is one of the many ways in which the public is expressing an interest in the development of programs of safety education. Public interest in safety education, however, instead of being a condemnation of what the schools are doing, is on the contrary an expression of the feeling that the schools can and do influence habits of safe conduct. The steady decline in the accident rate for the elementary age group throughout the nation is evidence of the results that can be achieved.

In order to keep this accident rate low among the children of the State and to bring it even lower than it now is, the schools must be forever on the alert. They must assume a share of the responsibility for accidents among school age children; and to assume this responsibility, they should at every opportunity point out the dangers that exist in the everyday lives of the children themselves. There are many ways by which this teaching of safety habits may be performed. A few suggestions of this kind are presented elsewhere in this BULLETIN.

I hope that all teachers will become "safety conscious" to the end that no life will be sacrificed for the lack of adequate safety knowledge and habits.

Very truly yours,

Clyde A. Erwin

State Superintendent of Public Instruction

Editorial Comment

Discussion Groups

During the past few years many communities have provided programs for public discussion groups. These programs have been very valuable in aiding adults arrive at their opinions on the questions of the day. It has been the purpose of such discussions to bring all the facts and knowledge about a particular subject together and to discuss the problems involved in the broadest sense with a view of shaping a final opinion or conclusion based on serious study and discussion rather than upon passion and prejudice.

High school groups are not too young to begin this sort of undertaking, especially when the program is carried out under the guidance of a competent teacher or principal. It is not the duty of the leader to dictate which opinion on a given topic is right or best, but rather to guide the student in fact-finding trials and efforts of expression. This high school forum offers a tremendous opportunity for teaching the child to think, to form opinions and to defend his decisions about everyday problems.

Certainly there is no dearth of questions for discussion. United States Commissioner of Education, John W. Studebaker, presents the question: "What Policy Should Our American Democracy Pursue in a War-Torn World?" We note in THE SPOTLIGHT, Oxford Orphanage High School publication, that student opinion is presented on the question: "Should the United States Join England and France to 'Whip' Germany." These are nation-wide subjects, but in a few years high school boys and girls will be adults living in a nation shaped by the actions of men and women today. To have some little part in the destiny of this nation is the opportunity provided by a vital discussion program.

In our "From the Office" column for this month some suggestions concerning a "Discussion group" program in the high schools are presented. This statement was prepared by Mr. A. B. Combs, who will be glad to assist any principal in the organization of a high school forum.

Your "Word Diet"

Guest Editorial

Everyone has his pet words or phrases, but do people have to overwork those poor unexpressive, everyday ones such as *cute, precious, darling, sweet,* and *silly?* Why not go on a diet with these words and use them in very limited amounts?

Probably when they were first coined, these words may have had some expression, but at the present everyone is just "driving them into the ground" with overuse. Try using such synonyms as *clever, shrewd, daring, sparkling, animated, vivacious, snappy,* or *witless, simple, shallow, smug,* and see how they pep up conversation and give you a "picturesque personality." — HIGH LIFE, Greensboro.

Notes and Announcements

National Essay Contest

A $1,000 cash prize will be won by some high school student in the United States for doing the best research and writing, from 500 to 1,000 words, under the subject of "The Benefits of Democracy." Principals and teachers are requested to inform their students about this opportunity, and if this essay can be scheduled as a class assignment, to make such arrangement in the current semester's program.

The $1,000 is the first award in the 1939-40 National Essay Contest sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars of the U. S. Other prizes in this fifth annual competition are $500, second award; $250, third; $100, fourth; ten consolation awards of $10, and ten more of $5.

A folder containing complete information about this essay contest may be obtained from the State chairman, Miss Lillian Wagoner, Greensboro.

North Carolina Mineral Collection

A collection of 42 small, representative mineral specimens found in North Carolina, mounted permanently on a card, 8¾"x11", may be obtained from BILJIMCRAFTS, P. O. Box 456, Cherryville, North Carolina at $1.50 per collection. The collection includes a printed leaflet describing the specimens presented as to mineral and common names, general uses and occurence by counties in the State. The collection has been approved by the Division of Instructional Service as optional material for the public schools of the State.

More Radio Programs

The following NBC Radio Programs are worth calling to the attention of teachers and principals:

(1) *Pilgrimage in Poetry.* This series of broadcasts, under the direction of Ted Malone, NBC poetry commentator, are given every Sunday afternoon at 1:00 P. M. from October 15 to May 26. In each broadcast Mr. Malone will take his listeners into the actual surroundings of the famous poet by giving the dramatic incidents of the poet's life connected with the home. An "itinerary of this pilgrimage" may be procured from the Educational Division of the NBC, Radio City, N. Y.

(2) *The Human Side of Literature.* Mr. Edward Weeks, editor of the Atlantic Monthly, assisted by a noted guest each week, conducts this program. It is given over the Blue Network every Tuesday 9:30 to 10:00 P. M. Mr. Weeks tells the inside story of how books are written and what it is like to live with an author. A leaflet giving a list of these programs may be procured from the National Broadcasting Company.

(3) *The Story Behind the Headlines.* This is a series of talks by Cesar Saerchinger, author and editor, on the history that lies behind the happenings of today. This program is presented by the NBC Red Network every Friday 10:30 to 10:45 P. M. Reprints of each talk may be secured by sending 10c in coin to the Columbia University Press, New York City.

1939-40 Directory Available

The Educational Directory for 1939-40 has come from the press and a copy has been sent to each superintendent of the State. Others may secure a copy, if needed, from the Division of Publications, State Department of Public Instruction, Raleigh, North Carolina.

Material on Brazil

Superintendent Erwin has received from the Brazilian Representation of the New York World's Fair a supply of literature regarding the agricultural, social and cultural life of that country. Teachers may secure copies of these folders and pamphlets for a unit of study on Brazil upon request to the State Department of Public Instruction, Raleigh, North Carolina.

American Legion Oratorial Contest

The rules and regulations governing the Third Annual National High School Oratorical Contest have been announced by the American Legion. All arrangements for the State Contest are left to the Department Committee. The winner in the State contest must be certified to the National Americanism Commission not later than April 5, 1940. A leaflet concerning this contest may be procured from The American Legion, Indianapolis, Indiana. Specific announcement governing the State Contest will be made later.

Nautical School Commission

In compliance with Chapter 311, Public Laws of 1939, the Governor recently appointed the following to a commission "To investigate the advisability and feasability of establishing in the State of North Carolina a nautical school for the purpose of instructing the students in the science and practice of navigation, seamanship, steam and electrical engineering": Senator S. B. Frink of Southport, Representative Roy Davis of Manteo, Fred R. Seeley of Morehead City, R. O. Johnson of Wilmington, and Prof. H. A. Fisher of State College. Dean John W. Harrelson of State College and Superintendent Clyde A. Erwin were named on the Commission by the law.

Council Against Intolerance in America

Superintendent Clyde A. Erwin is calling attention to a recent publication, "An American Answer to Intolerance," published by the Council Against Intolerance in America. This is a teachers' manual for use in junior and senior high schools. A copy of this Manual is being sent by the Council to each of the county and city superintendents. High school teachers will find this Manual helpful for use in classes in the Social Studies and English.

Counties Having Special Legislation Permitting the Issuance of Bonds by Districts

The following is a complete list of units having special legislation permitting the issuance of bonds by local school districts:

Year	*County*	*Chapter*	*Page*
1935	Cleveland	559	502

Amendments to Cleveland County Act:

1937	Gates	641	593
1937	Pitt	388	362
1937	Alamance	536	504
1937	Burke	583	544
1937	Franklin	601	564
1937	Cleveland	220	211

(This Act validated bonds of city of Shelby voted under Chapter 559, P. L. L. 1935.)

New laws, similar to Chapter 559 (P. L. L. 1935), but not amendments to it:

1937	Buncombe	279	266
1939	Iredell	336	321
1939	Randolph	535	592
1939	Yadkin	522	577
1937	Southern Pines, Moore County (Ch. 552, p. 484, P. L. L.) (District authorized to vote bonds, but new district not authorized.)		
1937	Valdese, Burke County (same as Southern Pines, Chapter 551, P. 518.)		

New Booklets for Adult Education

Six booklets for adult students and teachers have recently been issued by the State Superintendent of Public Instruction. These booklets were developed by Mrs. Elizabeth C. Morriss and four members of her staff: Mrs. J. M. Day, Mrs. Marie Mutart, Stella Barton, and Mildred Moore, the latter having drawn the illustrations.

Highway Safety is the subject of two of the booklets. These safety booklets were developed after a check with the Highway Safety Division revealed that more than 3,000 automobile drivers in the State have drivers' licenses signed with the X-mark of illiteracy. Book I of this series has 20 lessons on *Highway Stans*, while Book II has 20 lessons on *The Driver Studies His Test.* A third booklet, *The Driver Takes His Test* has been mimeographed.

The two 20-lesson pamphlets of the home series are *Our Home* and *Our Home, Our Family, Our Friends.* As with the safety series, these booklets start with beginners and gradually advance to third group level.

A *Guide Book for Teachers of Adult Elementary Students* was developed for new teachers and for volunteer teachers. Quoting the foreword: "The need for such a book is definite. In the WPA Education Program there are, of necessity, many new teachers because of the relief emphasis in this work. In State-Aid, the large number of new teachers is due to the fact that the program is a new one." *Ten Reading Lessons for Adult Students* contains reprints from each of the first booklets of the two series and from the Guide book.

Both WPA and State-Aid teachers are now using these booklets with their adult groups. These teachers report that they are delighted with their content and make-up. They say that on completing one of the pamphlets their

students are thrilled to "have read up a whole book."

Among Departmental Members

Dr. J. Henry Highsmith and Mr. T. E. Browne are cooperating with the Bureau of Educational Research and Service of the University, Chapel Hill, in making a survey of the Leaksville Township schools. This survey is to be completed by January 1, 1940.

Dr. N. C. Newbold, who underwent an operation at Duke University Hospital some weeks ago, has returned to his office.

Mr. S. Marion Justice, Vocational Information and Guidance Adviser, and Miss Julia Wetherington of the Instructional Service Division are assisting the teachers of Vance County in a program of Guidance which includes the cooperative work of every teacher in every school for every pupil.

At the invitation of Secretary of State Cordell Hull, Mrs. Elizabeth Morriss attended a conference in Washington, November 14-15, on inter-American relations in the field of education.

Dr. James E. Hillman was reelected secretary-treasurer of the North Carolina College Conference, which met at Greensboro on October 24-25.

At the biennial session of the North Carolina Library Association held at Southern Pines on October 26-28, Mrs. Mary Peacock Douglas was elected president for the ensuing biennium.

N. E. A. Questionnaire

Early in November the National Education Association sent out a questionnaire for the purpose of securing information about rural education in the United States. It was requested that the report be returned not later than November 20. Although it is now past that date, it is suggested by Superintendent Erwin that those who have not returned it please do so at once. The usefulness of the study being made by the National Association depends upon how complete the returns are made.

N. C. E. A. District Meetings

The six District Meetings of the North Carolina Education Association have been held this fall at Asheville, Charlotte, High Point, Raleigh, Wilson and Lumberton. The District Presidents with county and city superintendents, elementary and high school principals, and teachers, cooperated in the preparation of the programs presented.

According to J. Henry Highsmith, President of the Association, "the attendance at these meetings has been most gratifying. The attendance has been so large at some of the meetings that the question of rearranging the districts so as to make accommodations for all teachers who attend has been raised.

"The convention theme—Evaluation, Quantitative and Qualitative—How Good Are Our Schools?—How Can We Make Them Better?—has been emphasized at each meeting. There is gratifying evidence of genuine interest in this distinctively professional topic. Many departmental programs have centered around this question of Evaluation. Many of the discussions were of a high order showing not only intelligent interest, but a high degree of ability.

"In addition to local and State speakers two features have been provided for each of the District Meetings. Dr. Elbert K. Fretwell of Teachers College, Columbia University, has conducted a panel discussion on student activities, the discussion being carried on by high school students representing the schools in the various districts. This was something of an innovation, but the interest manifested on the part of superintendents, principals and teachers amply confirms the provision made for this feature of the program. Mr. Charles E. Griffith, Music Editor, New York City, appeared on a general session program at each District Meeting discussing the Evaluation of the Music Program in our Schools. He not only evaluated the music but contributed to the pleasure of all present by playing on the violin in a masterly way. He gave instructions, inspiration and enjoyment.

"One of the outstanding features of all of the District Meetings was the meeting of representatives of the N. C. E. A. local units at a conference Thursday night and Friday morning preceding the general session. These conferences were held by Secretary Jule B. Warren and Mrs. Ruth Vick Everett, Field Representative. These conferences have been significant from the standpoint of intelligent interest on the part of the local unit representatives and have significance for the Association from the standpoint of organizations set up within the district for the promotion of worthwhile activities in the local unit. Matters of vital concern to the Association are being undertaken in these local unit organizations. There is evidence of a definite degree of unity in our work.

"The District Meetings have served a splendid purpose in the promotion of the aims and objectives of the N. C. E. A."

1939-40 High School Debate

"Resolved, That the Federal Government Should Own and Operate the Railroads" is the query which will be discussed this year by the high schools holding membership in the High School Debating Union. This question is to be discussed by the high school debating leagues of approximately thirty-five States.

The Extension Division of the University of North Carolina, Chapel Hill, sponsors the contest in North Carolina. A Debate Handbook containing the rules and regulations governing this contest and some general material and references on the subject has been furnished to all high schools. For further information with reference to this debate write E. R. Rankin, Chapel Hill, North Carolina.

Surplus Foods

The attention of superintendents is called to offers of free foods from the Commodities Distribution Division of the State Board of Charities and Public Welfare to enable schools to furnish free lunches to school children. The Division is prepared to furnish commodities to feed 150,000 pupils, whereas to date applications have been approved to allow fewer than 50,000 needy, undernourished children to get free lunches in county and city schools.

All undernourished children, it is learned, regardless of the relief status of other families, are eligible for free lunches. These free foods are made available to the schools on condition that no charge is to be made for lunches prepared in whole or in part through the use of surplus commodities. A request for information about surplus commodities for school lunch use should be addressed to A. E. Langston, State Board of Charities and Welfare, Raleigh, N. C.

F. F. A. Chapter Makes Progress

During the past year the Young Tar Heel Farmer Branch of Future Farmers of America, increased seven in the total number of local chapters over last year and had 697 more active members. There are now 302 Future Farmer chapters with 68 thrift banks whose deposits totaled $14,533.28 on January 1, 1938. The total amount actually invested in farming by active members as of the same date was $92,962.52. There were 252 chapters engaged in organized effort for financing chapter activities, 126 chapters engaged in organized conservation work with 3,780 Young Tar Heel Farmers participating.

The Young Tar Heel Farmer Association has 3,982 active members holding the Greenhand degree, 6,313 Future Farmers and 57 members were awarded the Carolina Farmer Degree, the highest award given by the State Association, at the State Convention. There are two summer camps for Young Tar Heel Farmers—one at White Lake in Bladen County where approximately 2,354 boys attended this past summer and the Tom Browne Camp in the mountains of Western North Carolina near Barnardsville which had 188 present last summer. A Collegiate chapter with 105 active members has been organized at State College.

Another "Know Your School" Leaflet

The sixth in the series of KNOW YOUR SCHOOL pamphlets prepared by the U. S. Office of Education has just been issued. The present publication, *Know Your Modern Elementary School*, covers the "factors that condition the smooth functioning of the school" such as organization, environment, curriculum, discussion, and a list of references.

Miss Helen Mackintosh who compiled this leaflet was formerly an elementary supervisor in Grand Rapids. For a copy, write to the Superintendent of Documents, Washington, D. C. Price five cents.

North Caroliniana

Some Native North Carolina Writers

For a long time North Carolina labored under the handicap of being traditionally labelled "mediocre." This term was applied particularly to our literary production. Critics evinced an attitude similar to that of the ancient Hebrews when they asked, "Can any good thing come out of Nazareth?"

That many good things in the field of literature do come out of North Carolina is clearly demonstrated by recounting the names of a few of our native-born writers and some of their works.

In the field of short story writing perhaps no name is greater than that of O. Henry (William Sidney Porter), who was born in Greensboro in 1867. His stories have certain human, realistic, and humorous qualities which have endeared them to the American public. During his career O. Henry produced over 200 short stories, now collected under titles such as *The Four Million* and *The Voice of the City.*

Greensboro was also the home of Wilbur Daniel Stcele, who was born in 1886. Like O. Henry, Wilbur Daniel Steele achieved his fame as a short story writer. Steele won the O. Henry Memorial Prize three times for the best short story of the year and has made numerous contributions to the leading magazines of the United States.

In the field of drama Paul Green has received the acclaim of competent critics throughout the English-speaking world. He was born near Lillington in 1894, and after attendance at Buie's Creek Academy taught school for two years and then entered the University of North Carolina. He began his playwriting while at the University and has written chiefly plays about North Carolina and the South. Among his more important works are *In Abraham's Bosom, The House of Connelly,* and *The Lost Colony.*

Other native North Carolinians who have achieved fame in the field of playwriting are: Hatcher Hughes, a native of Jones County, who is best known for his play, "Hell Bent for Heaven"; Lula Vollmer, a native of Moore County, whose play, "Sun Up," depicts life among the mountain folk of North Carolina; and Anne Preston Bridgers of Raleigh, whose play, "Coquette," had a long and successful run in New York and was later made into a movie.

North Carolina has produced a number of capable writers of biography. Archibald Henderson, who was born in Salisbury in 1877, wrote the official biography of George Bernard Shaw, the great English playwright, and is also author of many excellent historical and scientific articles.

Gerald W. Johnson was born in Riverton, N. C., in 1890. He is best known for his *Randolph of Roanoke* and *Andrew Jackson, an Epic in Homespun.*

Robert Watson Winston, who was born in Bertie County in 1860, is the author of biographies of Robert E. Lee and Andrew Johnson, but to North Carolina his most recent book, *It's a Far Cry,* is perhaps most interesting because of its autobiographic nature.

Phillips Russell was born in Rockingham County in 1885. He is best known for his biographies: *Benjamin Franklin, First Civilized American; John Paul Jones, Man of Action;* and *Emerson, Wisest American.*

In the field of fiction North Carolina is well represented. Thomas Wolfe, of Asheville, is credited with the development of an unusual and effective style of writing. His chief works, *Look Homeward, Angel* and *Of Time and the River,* have been acclaimed by many critics as two of the major contributions to American literature since the turn of the century.

Thomas Dixon, born in Shelby in 1864, has given the nation some of its best novels on the Confederacy and the Reconstruction Period. Among his more important works are: *The Clansman, Leopard Spots,* and *The Flaming Sword.*

The latest North Carolina novelist to receive recognition is Bernice Kelly Harris of Northampton County. Her first novel, *Purslane,* portrays life in a rural community in middle Carolina in the early nineteen hundreds and was recently published by the University of North Carolina Press.

A number of well-known poets have been born in North Carolina. John Charles McNeill (1874-1907), a native of Scotland County, achieved fame first through the columns of the *Charlotte Observer.* His best known collections of verse are: *Songs Merry and Sad* and *Lyrics from Cottonland.*

John Henry Boner was born in Old Salem in the year 1845. His poems of the South express his true feeling for his native land. His volumes of poems include *Whispering Pines* and *Some New Poems.*

Henry Jerome Stockard was born in Chatham County in 1858. Some of his poems are found in Stedman's *American Anthology,* in *Representative Sonnets of American Poets,* and in *Songs of the South. Fugitive Lines* is a volume of his own poems.

Anne Blackwell Payne was born in Concord and attended Flora Macdonald

(*Continued on next page*)

State Museum Circular

Classification of Birds

Continued

IV. The Transients or Birds of Passage are those birds which neither summer nor winter with us, but which only stay a short time in spring when on their way north from their winter home to their breeding grounds further north and on their return in the fall. From the shortness of their stay and the fact that many are small woodland birds these are as a group still less apt to come before the public. The most familiar are the diedapper or helldiver, the bobolink or ricebird, often common on patches of crimson clover in early May, the barn swallow, the house wren of the north not the same as our common wren, but of the last few years becoming a nesting bird in central North Carolina but not yet established at Raleigh, the osprey or fish hawk, the scarlet tanager and the baltimore oriole, both scarce birds here, our summer oriole being the orchard oriole not the much brighter colored baltimore oriole. Forty-eight are on record.

V. The Stragglers. After one has got all the usual summer, winter and transient birds of a locality on record as well as the permanent residents the hopes of an increase lie almost entirely in the occurrence of stragglers from other parts of the country or even from other continents which do not usually range so far. At Raleigh our straggler list runs to 40 kinds and several others have been taken in adjoining counties. Of our stragglers, one the ruff, a kind of snipe or sandpiper, is a straggler from Europe, but has been recorded once, all the other 39 are American birds. Among them are the bald eagle a wanderer from the coast, several kinds of ducks and other water birds, passenger pigeon once noted years ago, now gone forever, and many birds of all groups that have been taken only once or twice.

Thus our list runs altogether to 214 kinds of which 45 are present all the year round, 49 only in summer, 32 only in winter, 49 birds of passage only seen for short time in spring or fall or both, and 40 are stragglers, birds wandering often very far from their usual homes.

Safety Instruction

(*Continued from page 8*)

Safety and Safety Education —An Annotated Bibliography— National Education Association.

Free and inexpensive material may be secured from the following sources:

1. Metropolitan Life Insurance Company, New York City.
2. National Safety Council, 20 North Wacker Drive, Chicago, Illinois.
3. National Conservation Bureau, New York City.
4. National Congress of Parents and Teachers, 20 North Wacker Drive, Chicago, Illinois.
5. American Automobile Association, Washington, D. C.

Book Column

Christmas Books*

All of our school libraries should contain some of the truly lovely religious books which have been designed especially for boys and girls. The titles listed here are desirable for home or school libraries and would be suitable gift books.

Bible. *The Ageless Story.* Pictured by Lauren Ford. Dodd. $2.50.

To the Bible text of the story of the Christ Child are added beautiful contemporary interpretations done in full color and gold.

Bible. *The Christ Child.* Illustrated by Maud and Miska Petersham. Doubleday. $2.00.

The text from the Gospel of Matthew and Luke has been interpreted by pictures which have the spirit of the Holy Land in which Jesus spent his childhood.

Bible. *A First Bible.* Illustrated by Helen Sewell. Arranged by J. W. Maury. Oxford. $2.50.

Selections from the Old and New Testaments which give an introduction to the dignity and beauty of the Bible.

Bible. *Animals of the Bible.* Illustrated by Dorothy P. Lathrop. Stokes. $2.00.

Selections from the Bible about animals pictured so that each animal, bird, tree, and flower is delicately portrayed.

Bible. *The Great Story.* Harcourt. $2.00.

Christ's life from the Gospels, and reproductions in color of fifteen masterpieces of art. A volume to be treasured by any age.

Bible. *The Bible Story Book.* Retold by Elsie E. Egermeier. Smithsonian Co. $3.00.

A narration of the whole Bible conscientiously told for children, and highly useful for teachers. Several editions are available. The one indicated contains black and white and colored illustrations, and a section of questions on the stories.

Graham, M. N., comp. *The Book of Christmas Carols.* Grosset. $.50.

Familiar carols with music arranged by Mary Nancy Graham, and delightfully illustrated in color by Pelagie Doane.

Noble, T. T., comp. *Round of Carols.* Oxford. $2.00.

Carols for Christmas and other feast days arranged by Tertius Noble and illustrated by Helen Sewell.

Peat, F. E., comp. *Christmas Carols.* Saalfield. $1.00.

Each part of the Christmas story in Bible text is followed by carols which are illustrative of it. The book is illustrated by Fern B. Peat.

Bunyan. *Pilgrim's Progress.* Illustrated by Robert Lawson. Stokes. $2.00.

A "must" book for all who want children to feel the religious depth of this ageless story.

* Prices subject to discount.

Laws, Rulings and Opinions

Substitute Teacher Pay

Question: How much and how shall a substitute teacher be paid?

Answer: In accordance with your inquiry, I beg to advise that the regulation of the State School Commission with reference to the pay of substitute teachers is as follows:

> "In all cases where a substitute teacher replaces a regular teacher, payment is to be made to the substitute by the regular teacher upon a basis of sixty-six and two-thirds percent for the first five days, and seventy-five percent for the remainder of the period of substitution; provided the amount paid does not exceed three dollars per day."

This regulation was adopted in accordance with the provision of the 1939 School Machinery Act, Section 22, which reads in part as follows: "The pay for a substitute teacher shall not exceed $3.00 per day."—State Superintendent of Public Instruction.

Enrollment Age of Children

Question: We have had a child, whose birthday is November ..... and who has been in school this year at ....., to present himself for admission to the.....School. Please tell me what to do about this pupil.

Answer: Section 22½ of the School Machinery Act of 1939 provides:

> SEC. 22½. Children to be entitled to enrollment in the public schools for the school year one thousand nine hundred thirty-nine-forty, and each year thereafter, must be six years of age on or before October first of the year in which they enroll, and must enroll during the first month of the school year.

There seems to be no provision in The School Machinery Act as to acceptance of transfer students from other states who cannot comply with the age requirement set out in the above section.—Attorney General, October 23, 1939.

Legal Attendance in Local Tax Districts

Question: What children may legally attend the schools in the..... City Administrative Unit?

Answer: C. S. 5661 provides as follows:

> "*Children residing in a School District Shall Have Advantage of the Public School.* The following persons residing in local tax, special charter or special school taxing districts shall be entitled to all the privileges and advantages of the public schools of said district or districts unless removed from school for cause:
>
> "(a) All residents of the district who have not completed the prescribed course for graduation in the high school.
>
> "(b) All children whose parents have recently moved into the district for the purpose of making their legal residence in the same.
>
> "(c) Any child or children living with either the father or the mother or guardian who has made his or her permanent home within the district.
>
> "(d) Any child received into the home of any person residing in the district as a member of the family, who receives board and other support free of cost."

While this section has reference to special charter or special taxing districts and was enacted by Chapter 136, Public Laws of 1923, it is my opinion that it might be considered as setting the standard which would be applicable in consideration of your problem.—Attorney General, October 5, 1939.

Use of School Property

It shall be the duty of the county board of education and board of trustees to encourage the use of the school buildings for civic or community meetings of all kinds that may be beneficial to the patrons of the community, and the county board of education or the board of trustees has authority to make rules and regulations governing the use of school property.—Section 71, Public School Law.

NORTH CAROLINIANA

(*Continued from preceding page*)

College in Red Springs. Her book of verse *Released,* was published by the University of North Carolina Press.

Native North Carolinians prominent in the field of children's literature are Elizabeth Janet Gray of Chapel Hill and Ellis Credle of Hyde County. Miss Gray is the author of *Meggy McIntosh, Jane Hope,* and *Beppy Marlowe.* Ellis Credle is known not only for her writings but also for her illustrations. Her first published book was *Down, Down the Mountain.* This was followed by *Across the Cotton Patch* and *Little Jeemes Henry.* Her most recent book is *The Flop-eared Hound.*

Jonathan Daniels, a native of Raleigh and son of the present ambassador to Mexico, is currently North Carolina's most outstanding writer. His *A Southerner Discovers the South* was selected by the Book of the Month Club and has for some time been a best seller.

From the Office

High School Forums

The programs which Dr. Elbert K. Fretwell has been conducting with high school students at the various District Meetings of the North Carolina Education Association have emphasized the importance of the forum technique in the discussion of local problems with high school students. Those who have attended these forum discussions have been impressed by the intelligent participation on the part of these high school pupils.

A number of our high schools have made provision for discussion groups. In several instances the discussion groups are designated as forum clubs. The name of the group is not important but the idea is important. Discussion groups in high school may be taken care of in one of the three following ways:

1. As a regular part of the academic program.
2. As a part of the extra-curricular program.
3. In connection with other school programs designed to train for civic responsibility.

In connection with forum groups the following suggestions may be helpful: (1). The most competent teacher in the art of promoting discussion should be placed in charge of the program. (2). The size of discussion groups should not, as a rule, exceed 75 or 100 persons. (3). The teachers of the social studies should meet with the forum groups to insure the integration of the forum experience with the classroom work. (4). All students in the groups should be given opportunity for active participation and for free questioning of the speaker or leader.

As in the case of other student activities one of the problems involved is that of securing printed material for teachers and pupils. For this reason, the State Department of Public Instruction through the Division of Instructional Service is prepared to furnish free to interested schools a copy of the bulletin, "Forums for Young People." The supply is limited but the bulletin will be furnished on request of principals as long as the supply lasts. The publications of the Public Affairs Committee and the Foreign Policy Association will also furnish an inexpensive source of materials. The Public Affairs Pamphlets, ten cents a copy and the Headline Books, price twenty-five cents each, may be obtained from the distributor of this material, Silver Burdett Company, New York City.

The Extension Division of the University of North Carolina under the leadership of Dr. Ralph McDonald, is interested in the promotion of forums for adults and for younger people. This organization is prepared to offer suggestions and assistance to high schools interested in promoting forums.

Education for Economic Efficiency

Work—The educated producer knows the satisfaction of good workmanship.

Occupational information — The educated producer understands the requirements and opportunities for various jobs, and has selected his occupation.

Occupational efficiency — The educated producer succeeds in his vocation.

Occupational adjustment—The educated producer improves his efficiency.

Occupational appreciation — The educated producer appreciates the value and significance of his work in a democracy.

Personal economics—The educated consumer plans the economics of his life.

Consumer judgment—The educated consumer has standards for spending.

Efficiency in buying—The educated consumer is an informed, skillful buyer.

Consumer protection — The educated consumer takes steps to safeguard his economic interests as a consumer.

(From the Publications of the Educational Policies Commission)

Suggestions for Improving Safety Instruction

1. Provide every teacher with a copy of Publication No. 174, Health and Citizenship Education—A Suggested Procedure for Teaching Safety and First Aid. This publication may be secured free of charge from the State Department of Public Instruction, Raleigh, North Carolina.
2. Purchase some of the supplementary readers, "Road to Safety Series," American Book Company.
3. Organize a Safety Council or a School Boy Patrol or both. The National Congress of Parents and Teachers and the American Automobile Association publish bulletins on safety organizations.
4. Run some picture films on Safety. The Extension Division of the University of North Carolina has films to rent at reasonable rates.
5. Present some programs in home rooms and in the auditorium dramatizing some safety practices. Avoid the use of negative aspects of the program as far as possible.
6. Secure additional materials for use of teachers. The following are a few suggestions:

   Safety Facts—National Safety Council, 20 North Wacker Drive, Chicago, Illinois. 35 cents.

   Check List for Common Home and Farm Hazards—American Red Cross. Free.

   Safety Education Through Schools—National Education Association. 35 cents.

(Continued on page 6)

From the Field

Music in the Durham City Schools

In the Durham City Schools, the *primary grade* teachers are specifically endeavoring:

1—to give the child much experience in hearing music and in singing many simple folk and art songs.

2—to give the child the use of his singing voice and to form correct habits of vocalization. Our teachers have in mind:
   a. correct posture,
   b. correct habits of breathing,
   c. study of diction-vowels and consonants,
   d. rhythmic experience,
   e. pitch experience,
   f. introduction of written musical symbols (training to "see the sound"—"hear the sign")
   g. general musical knowledge
      1—listening knowledge.
      2—stories of great music and musicians.
      3—ensemble experience of various kinds.

In the *intermediate grades* the work continues with broadened experiences:

1—Choral
   a. More extensive song repertory.
   b. Reading from scores.
   c. Part singing.
   d. Membership in Junior Choir and Choral Ensemble, and participation in public performances.

2—Careful observation and study of students by the teachers to discover talent.

3—The beginning of instrumental instruction.

In the *Junior High Schools* Seventh Year general music is required, and all students are encouraged to express themselves musically. Effort is made to direct talent. In the eighth and ninth years choral music is elective. Separate choral classes are held for boys and girls in order to better handle the problem of the adolescent voice. Instrumental ensembles of wind and string instruments are open to all students.

In the *Senior High School* no theoretical courses are offered as such. All theoretical information and instruction is given incidentally. Choral classes for boys and girls are offered and for this work, laboratory credit is given, though it is felt that they deserve full academic credit. However, the choral director prefers not to have the student think of "credit" in connection with these courses. The choral work of the students of the Durham High School is known nationally for its excellence, and the choral groups of this school have in recent years been heard in national gatherings in various parts of the country. Instrumental ensemble classes are also offered.

The teaching staff includes eight teachers in the elementary schools, four in the junior high schools and one in the senior high school, and two instrumental instructors.

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January, 1940

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NORTH CAROLINA

PUBLIC SCHOOL BULLETIN

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Raleigh, North Carolina

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This Month's Calendar

1—New Year's Day
6—Old Christmas
3rd Week—Thrift Week
17—Benjamin Franklin's Birthday
19—Robert E. Lee's Birthday
21—Stonewall Jackson's Birthday
28—Last Sunday—Child Labor Day

We Point With Pride

To the—

ALAMANCE COUNTY SCHOOLS

for their

Use of Local Materials in the Teaching Process

This Month's Quotation

Stars over snow,
and in the west a planet
Swinging below a star—
Look for a lovely thing and you will find it,
It is not far—
It never will be far.

—Sara Teasdale.

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*
L. H. JOBE, *Director Division of Publications, Editor*

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STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

January 1, 1940

To Superintendents, Principals and Teachers:

Another calendar year has come to an end. Although I do not have available statistics, I am satisfied that during this year just closed the schools have made comparable progress in the life and development of the State. I see about me as I travel over the State new buildings being erected, and I learn of additions to the instructional program. Several more units have added a twelfth grade this school year; some have added departments of vocational education, business education, music and health and physical education. Then, too, an interest is being developed in guidance and occupational information. All of these things, and more, have been thought of with the ultimate view of improving the child opportunities of the State.

Take it all in all, the year 1939 has been a year of progress and improvement in the school situation over the State. And to each of you must go a measure of credit for it. Were it not for the fine cooperation on your part, I doubt that we could "point with pride" to what has been done this year.

We have worked together during 1939 in a constructive effort to improve the educational opportunities of North Carolina boys and girls. As we begin the new year, 1940, I hope that our efforts will be rewarded by even greater accomplishments.

I trust that you had a very pleasant holiday season, and for each of you I wish a happy and prosperous 1940.

Very truly yours,

Clyde A. Erwin

State Superintendent of Public Instruction

Editorial Comment

Printed School Papers

Elsewhere in this issue of the PUBLIC SCHOOL BULLETIN, we are giving a list of the school papers printed by the public schools of the State. In some future issue we expect to list those school papers issued by the duplicated process.

At the risk of "being taken down" ourselves we shall make a few comments about those printed papers that have come to our desk this year. Our comments are intended to be helpful, or are simply complimentary.

Here goes:

Our palm to THE SPOTLIGHT, Oxford Orphanage, September 29, for your editorial on "Loyalty." For its size your paper is well-arranged. Your "Questionnaire" box feature indicates that you have provided for student opinion on present day topics. Wouldn't it be better, however, if you gave this feature another title, such as "Student Opinion" or "The Student Forum"?

TO THE FULL MOON (Albemarle)—We like the appearance of your paper. The cuts and different headline type used breaks that sameness found in many school papers. Then, too, the content of your paper (September 29th edition) indicates an editorial staff with a "nose for news."

HIGH-LIGHTS, HI-LIGHTS, THE HI-LIGHTS—Just what is your name anyway? Don't you think it would be better to decide on a uniform spelling? You have a very large number of advertisements, it is noted, which no doubt aids you in getting out your publication at a minimum cost.

THE TRAINING SCHOOL BANNER—Have you ever thought of a more varied type for the heading of your articles? Perhaps a box heading or two on the inside pages would help the appearance of your paper.

HIGH LIFE, Greensboro, and THE HIGH ROCKET, Durham—Your papers are excellent in every way. Congratulations!

Education and the International Situation

Those who are commissioned by society in the service of education should be the last to capitulate to the forces of hatred, greed, and fear. With the darkness of war falling upon half the world, the United States becomes more than ever a reservoir of hope for a humane and democratic order among men. When peace comes again, as come it must, the people of the United States ought to be prepared to play their part,—sanely, bravely, and generously, in the process of rebuilding a world order from which the threat of war and violence may be removed. Those who are to fulfill that mission can approach their task best if their hands are unstained by blood, their spirits uncorroded by hatred, and their minds uncrippled by months or years of wartime regimentation. — Educational Policies Commission.

Notes and Announcements

Regional Guidance Conference

The Southern Regional Guidance Conference, sponsored by the State and National Vocational Guidance Associations, is to be held at the Sir Walter Hotel in Raleigh, January 19-20. This is one of six regional conferences sponsored by the National Vocational Guidance Association in preparation for the annual convention, February 20-24, in St. Louis.

Among those scheduled to appear on the various programs are: Mr. Harry A. Jager, Chief, Occupational Information and Guidance Service, Office of Education, Washington, D. C.; Dr. Rex B. Cunliffe, Rutgers University, President, National Vocational Guidance Association; Dr. H. H. Bixler, Director of Guidance and Research, Board of Education, Atlanta, Ga.; Miss Bertha Nienberg, Chief Economist, Woman's Division, Department of Labor, Washington, D. C.; and many educational leaders from our own and surrounding states.

Mr. A. W. Honeycutt, Superintendent of Schools, Chapel Hill, is chairman of the steering committee. Officers of the North Carolina Vocational Guidance Association are: Miss Mary C. Shotwell, President; Dr. Harl R. Douglass, Vice President; Mr. E. W. Boshart, Secretary-Treasurer. Superintendents, principals, and others in the public schools interested in guidance are especially invited to attend the conference.

Economic Significance of Rehabilitation Service

The average weekly wage of persons rehabilitated under the supervision of the rehabilitation department of the State Department of Public Instruction was $16.00 during the year 1938-39. The year before, 1937-38, this average wage was $14.80, and two years previous, $14.64, thus indicating an increase in the average weekly wage earned by rehabilitated persons. The average age of rehabilitated persons, it is learned, has increased from 27 years in 1936-37 to 32 years during 1938-39.

The following table gives a summary of facts covering the averages of rehabilitation cases for the past three years:

Number of Persons	334
Total Cost	$110,290.76
Total Earnings 1st Year	275,221.05
Net Earnings Over Cost	164,930.29
Average Cost Per Case	330.21
Average Earnings Per Case 1st Year	824.02
Net Earnings Per Case 1st Year	493.81

A study of these figures shows clearly that rehabilitation pays good dividends. It will be observed that earnings the first year, by the rehabilitated group, were more than double the cost of the program for that year. Considering the fact that these citizens have a normal expectancy of 20 to 30 years of earning power, a little mathematics will show the enormous value of the Rehabilitation Program to the State, to say nothing of the measure of happiness accorded these physically handicapped people.

Student Life

STUDENT LIFE is the name of a publication, the official organ of the National Honor Society and Student Councils, sponsored by the National Association of Secondary-school Principals for the purpose of encouraging better practices in student activities in secondary schools. This publication, issued monthly from October to May, includes many articles, essays, editorials, stories, poems and plays by students. It is an outlet for the creative work of students in writing, art and photography. In addition, there are regular features covering books, radio, music, quiz, literature and etiquette.

The subscription price is $1.00 per year for single copies, or 50 cents per year in clubs of three or more copies mailed to one address. Sample copies will be sent upon request to STUDENT LIFE, 5835 Kimbark Ave., Chicago, Ill.

School Art Exhibition

The Third Annual North Carolina School Art Exhibition will be held from March 31 through April 17, 1940. This Exhibition is sponsored by the Woman's College of the University at Greensboro, and the University at Chapel Hill.

At the Art Gallery of the Woman's College, Greensboro, the work of grades 1-6 will be exhibited on March 31 through April 7; and the work of grades 7-12 through college on April 11 through April 17. The work of grades 1-6 will be exhibited at the Person Hall Art Gallery, Chapel Hill, on April 11 through April 17, and the work of grades 7-12 through college on March 31 through April 7.

All communications concerning the exhibition, requests for entry blanks or for information, should be addressed to the N. C. School Art Exhibition Committee Department of Art. Woman's College, Greensboro, N. C.

Rules and Regulations of 1940 American Legion Contest

SUBJECT: "HOW THE U. S. CONSTITUTION BENEFITS AMERICA AND ITS CITIZENS."

CONTESTANTS: ANY BOY OR GIRL ENROLLED IN 9th, 10th, 11th or 12th grades of any accredited High School in North Carolina for the term 1939-40.

CONTESTS: Each high school in the State participating shall between March 1st and 4th, 1940, select by a public contest a contestant for said school and shall send winner's name and address to the County Chairman not later than March 5th, 1940.

The winners from each high school shall compete in a countywide contest to be held between March 8th and 12th in the high school auditorium of the county seat town unless some other place is designated by the County Chairman. The County Chairman will be in full charge of this contest, select the judges, preside and report the County Winner to the District Commander and Department Chairman not later than March 13th, 1940.

The County Winners will compete in a District Contest which will be held between March 18th and 22nd at some central point in each of the 20 Legion Districts of the State. The District Commander will be in charge, preside, select judges and report District winner to Department Chairman not later than March 23rd, 1940.

There will be four sectional contests held in four different sections of the State between March 25th and 29th, 1940. The District winners will compete in their section. The Department Chairman will have charge of these four contests.

There will be a Statewide contest for the winners of the four sections between March 30th and April 3rd. Department Chairman will be in charge.

MANNER OF JUDGING: Each contest will be judged by 5 disinterested judges selected by the person in charge of that particular contest. Judges shall render their decision without conferring and shall grade: (1) Poise and personality 25 points — 18 on prepared speech and 7 on ex temporary speech; (2) Accuracy and effectiveness 50 points — 35 points on prepared speech and 15 points on extemporary speech; (3) Power to thrill, quicken and compel 25 points — 18 points on prepared speech and 7 points on ex-temporary speech.

CONTESTANTS PLACE AND MODE OF DRESS: Each contestant shall draw for his position on the program. Informal dress will be required. Uniforms of all kinds will be barred. The names of contestants and judges shall not be made known until after contest.

THE ORATION: The orations shall be composed of two parts:

1. A prepared oration of not less than 10 or more than 12 minutes.

2. An Ex-tempore oration of not less than 4 or more than 6 minutes. The extemporaneous feature shall be on some phase of the Constitution of the U. S. and each contestant shall draw his or her subject from a hat only 5 minutes before he or she is to speak and is to speak without being allowed to confer with any one on the subject or see any literature on same. Penalty for plagarism shall be disqualification.

AWARDS: It is hoped that the Legion Posts in each county will provide

a medal or prize for the winner in its county. The winner in the four sections of the State will each be given a gold medal. The winner in the State will be given transportation, room and board to the National regional contest and an award. The winner in the National regional contests will be given board, room, and transportation to the National contest. The winner in the National Contest will be given a free four year scholarship with all expenses to some university and an engraved watch. The runners up in the National contest will each be given an engraved wrist watch. The same speech will be used in the National as the State.

Federal Income Tax

By recent action of the United States Congress, an amendment has been made to the Federal Income Tax Laws, which includes employees of all political divisions of the nation under the classification of "Individual Taxable". This has been interpreted to include all local, State, and Federal employees—school teachers, principals and superintendents.

An Act of Congress has established the following requirements with reference to filing income tax returns:

1. An income tax return must be filed if you are single and have an income of $1,000 or more in 1939, or if you are married and have an income of $2,500 or more in 1939.

2. Income must be calculated for the twelve months from January 1 to December 31, 1939.

3. Income tax returns must be filed between January 1 and March 15, 1940.

4. Income tax returns must be filed in the office of the Collector of Internal Revenue in Greensboro, N. C.

5. All income tax returns must be filed in duplicate.

6. Blank forms will be available in the office of the Collector of Internal Revenue, Greensboro, N. C., after January 1, 1940.

Personal Growth Leaflets

If principals are looking for reliable, inexpensive material for use by students and teachers such material may be found in the Personal Growth Leaflets, edited by Dr. Joy Elmer Morgan of the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. The leaflets sell for 1c per copy in any quantities or combination on orders of 25c or more. These leaflets can be used for: (a) class study and discussion; (b) personal work in guidance; (c) sent to school patrons and citizens; (d) to enclose in correspondence. A complete list of Personal Growth Leaflets available may be secured from the National Education Association office.

Radio Broadcasts

The four remaining of a series of six radio broadcasts on Democracy in Action designed to show how the American people, in their search for freedom from insecurity, have called upon government — local, State and Federal—to aid them, will be presented during the month of January, 1940. These broadcasts will be presented over the Columbia Broadcasting System, at 2 P. M., on Sundays.

Two of the broadcasts were presented in December. The following is a list of dates and subjects of the four remaining broadcasts:

January 7—"A GOOD START IN LIFE"—Security for children—safeguarding health and home for the nation's future citizens.

January 14—"CARING FOR THE HANDICAPPED"—Training for the handicapped so that they can again help support themselves.

January 21 — "SECURITY FOR THE AGED"—Why old age has become a modern problem and how the Social Security Act helps meet this challenge.

January 28—"SECURITY — TODAY AND TOMORROW"—What is now being done and what our expanding Nation still needs to do to insure basic security for all its citizens.

National Social Hygiene Day

National Social Hygiene Day, one of America's leading annual public health events, will be observed for the fourth time on February 1, 1940, it has been announced by Dr. Walter Clarke, executive director, the American Social Hygiene Association.

Plans for the annual event presage more than 5,000 community and regional meetings over the country and include, among other features, the release by the association's National Anti-Syphilis Committee of a new sound motion picture on syphilis entitled "With These Weapons," the announcement stated.

National Social Hygiene Day, it was pointed out, affords a yearly occasion when the public and the professions may gather together for a stock-taking in the various states and communities, to review progress against syphilis and to map anew the strategy for another year.

Editors and health, civic and welfare leaders as well as others desiring information concerning participation in Social Hygiene Day, and program and publicity aids, are asked to write: Social Hygiene Day Service, American Social Hygiene Association, 50 West 50th Street, New York, N. Y.

Activity Unit on Wheat

Teachers desiring material for carrying on a unit of work on wheat may secure free for the asking from the Wheat Flour Institute, 309 W. Jackson Boulevard, Chicago, a "Teacher's Outline for a Unit of Work on Wheat and Flour." A booklet "From Wheat to Flour" for supplementary reading or as source material may be obtained also.

Twelfth Grade

As far as it has been possible to determine, there are 18 units that are providing a twelfth grade this year. Of course, there are several units that have made provision for a twelfth grade by passing a regulation that pupils entering a certain year shall be required to take the twelfth grade before graduation. The following units, however, have students enrolled in the twelfth grade this year:

Albemarle	Lenoir	Rockingham
Charlotte	Lumberton	Rocky Mount
Durham*	Monroe	Sanford
Elm City	Raleigh*	Wadesboro*
Greenville	Reidsville	Washington
Hamlet	Roanoke Rapids	Wilson

* Includes Negro.

New War Map of Europe

A small map, 19"x22", of Europe as of 1914, as it was after the Versailles Treaty, and as it was in September, 1939, may be secured from The Specialty Co., Box 180, Logansville, Georgia, at three for 50 cents, or one in wall type larger size 22"x35" at 50 cents. Special prices are quoted for quantities.

Printed School Papers

AYCOCK HIGH-LIGHTS, Kannapolis
BARKER, Burlington
BIT OF NEWS, Kannapolis
BOONE HIGH LIFE, Boone
BURKE SCHOOL NEWS, Morganton
CHICO HI-LIGHTS, Chicod
CLEARMONT ECHOES, Green Mountain
CLIFFSIDE HIGH LIGHT, Cliffside
EAST DURHAM ECHO, Durham
FACTS AND FUN, Thomasville
FINE YARNS, Gastonia
GOLDSBORO HI NEWS, Goldsboro
GREEN LIGHTS, Greenville
GRIM-GRAM, Grimesland
HIGH LIFE, Greensboro
HIGH-LIGHTS, Collettsville
JOHN CHAVIS HIGH LIGHT, Cherryville
JR-HI-LANDER, Asheville
JUNIOR POINTER, High Point
MOUNTAIN MUSIC, Asheville
SANDHILL HOMESPUN, Candler
STUDENT'S GUIDE, Zebulon
TABOR CITY SCHOOL TATLER, Tabor City
THE ADKIN HIGH MIRROR, Kinston (Col.)
THE ALEXANDRIAN, Taylorsville
THE BARKER, Burlington
THE BLUE AND GRAY, Statesville
THE BROADCASTER, Bladenboro
THE BUGLER, Cameron
THE BULLDOG, Henderson
THE CANNON REPORT, Kannapolis
THE CAULDRON, Morganton
THE ERWIN HI-LITE, Erwin
THE EXPONENT, Sunbury (Col.)
THE FULL MOON, Albemarle
THE GOLD AND BLUE REPORTER, Scotland Neck
THE GOLDEN LEAF, Fairmont
THE HERALD, Charlotte (Col.)
THE HI-ROCKET, Durham
THE HI-TIMES, Raleigh
THE HUDSONIAN, Hudson
THE LAUDSPEAKER, Elizabeth City
THE LAUREL HILL NEWS, Laurel Hill
THE LEXHIPER, Lexington
THE MARSHALL HIGH REFLECTOR, Marshall
THE MIRROR, Clinton
THE MOUNTAINEER, Kings Mountain
THE PAMLICOAN, Washington
THE PANTHER'S CLAW, Greensboro (Col.)
THE POW WOW, Ahoskie
THE RED AND WHITE, Hendersonville
THE RONOKO, Roanoke Rapids
THE ROXBORO RAMBLER, Roxboro
THE S. L. SHEEP NEWS, Elizabeth City
THE SENTINEL, Belmont (Col.)
THE SPOTLIGHT, Oxford Orphanage, Oxford
THE STONEVILLE HIGH MIRROR, Stoneville
THE SWAIN HI-LIGHT, Bryson City
THE TRAINING SCHOOL BANNER, Scranton (Col.)
THE TOMAHAWK, Chowan H. S. Tyner
THE WEAVINGS, Concord
THE WHITE CANE, School for Blind, Raleigh
THE WILDCAT, Wilmington
PURPLE AND GOLD, Hugh Morson, Raleigh
VOX DISCIPULORUM, Granite Falls
WAYNESVILLE HI-LIFE, Waynesville
W. H. S. BROADCAST, Wendell

(Continued on page 7)

North Caroliniana

Our State Song

An account of our State song shows its rather varied career. The story goes like this: In 1835 a group of Swiss Bell Ringers came to this country and toured the theatres of the South. They played and sang European folk songs, and three Raleigh girls, having heard the program presented by the Bell Ringers, liked one of the songs so well that they begged a copy from the leader of the company. They sang the melody under Judge William Gaston's window, and he was so pleased with the little serenade that he said he thought there should be words for such a pretty tune. Indeed there were words for the music, but they were in German and meant this when translated into English:

When I want a sweetheart
She must be beautiful
And as sprightly as a woodpecker,
Not too big and not too small.
Hurrah! Hurrah! Tra tui tua tua ta,
Hurrah! Hurrah! Tra tui tua ta.

Mrs. James F. Taylor, in whose home Judge Gaston lived at 102 W. Hargett Street, Raleigh, suggested that the tune was suitable for a patriotic hymn, so Judge Gaston set to work in earnest and wrote the words we all know so well.

The music, however, underwent several changes before an arrangement made by Mrs. E. E. Randolph of Raleigh was finally adopted as the official song in 1927. We have no record of the original manuscript, but in 1851 there appeared in Wiley's North Carolina Reader a copy of the music arranged by R. Culver, with Judge Gaston's words.

Again, around 1896, Alfred Williams and Company of Raleigh printed the song, but there were a few changes made then, especially in the chorus. In 1909 in a little book called the Songs of the Seasons we find the Old North State again, this time arranged by Francis Hale, and again there is a change in the Hurrahs.

The Rotary Club of Washington, North Carolina, wishing to make people more familiar with the State song, had many copies printed and distributed, the arrangement of the music being made by W. H. Harding. Mr. Harding returned the Hurrahs to their original form in so far as the use of the repeated notes is concerned, but follows Mr. Hale's rhythm. Of course the mountain and eastern sections of the State have had their own variations of the song, but Mr. Harding said he made his arrangement in accordance with the way he heard the song sung as a child.

For the present version we are indebted to Mrs. E. E. Randolph, who gathered all the information about the song that she could possibly find, used the best from all the different arrangements, and made the song we now sing as our State hymn. During the legislature session of 1927 on February 11th through the efforts of Judge Francis D. Winston at the request of Mrs. John H. Anderson, historian of the North Carolina Division of the United Daughters of the Confederacy, a bill was passed making "The Old North State" the official State song. On March 27, 1928 the Caswell-Nash Chapter of the Daughters of the American Revolution placed a bronze tablet on the side of the building now standing on the corner of Hargett and Salisbury Streets, Raleigh, where formerly stood the office of Judge William Gaston and in which building the poem "The Old North State" was written.

Carolina! Carolina! heaven's blessings attend her,
While we live, we will cherish, protect, and defend her,
Tho' the scorner may sneer at and witlings defame her,
Still our hearts swell with gladness whenever we name her.
Hurrah! Hurrah! The Old North State forever,
Hurrah! Hurrah! the good Old North State.

Tho' she envies not others their merited glory,
Say whose name stands foremost in liberty's story,
Tho' too true to herself e'er to crouch to oppression,
Who can yield to just rule a more loyal submission?

Then let all those who love us, love the land that we live in,
As happy a region as on this side of heaven,
Where plenty and peace, love and joy smile before us,
Raise aloud, raise together the heart thrilling chorus.
Hurrah! Hurrah! the Old North State forever,
Hurrah! Hurrah! the good Old North State.

State Museum Circular

Another Grouping of Birds

Looking at our birds from another standpoint that of structure and habits we find they divide again into:

I. Swimming Birds. With short legs and usually webbed feet. Of these we get 22, mostly ducks, and as we have no large bodies of water near Raleigh, more than half of them class as stragglers.

II. Wading Birds. Birds with long legs which are usually bare of feathers above the so-called knee joint, and which inhabit marshes and the shores of streams, lakes, ponds and the seashore. These include such birds as the herons, snipe, sandpipers, rails, and coots. Thirty-three kinds occur at Raleigh, the snipe, woodcock, killdeer, great blue heron, locally called crane, and the green heron being the best known. Most of the others are stragglers or transients, not often seen.

III. The Gamebirds and Doves. We only get the partridge or bobwhite, the wild turkey, the mourning dove and we have a single record in 1895 of the passenger pigeon now extinct.

IV. The Birds of Prey. Ten hawks, seven owls, and two vultures or buzzards, nineteen in all, of which eleven are residents. The bald eagle occasionally occurs as a straggler.

V. Picarian Birds. Birds that don't go in any of the previous groups and are not true songbirds. Woodpeckers, cuckoos, kingfishers, swifts, hummingbirds, and whippoorwills, nineteen in all, half of them woodpeckers; except the woodpeckers they are mostly summer birds while most of the woodpeckers are residents.

VI. The Passeres or Songbirds. These are the ordinary small land birds of field, forest and garden, and number 120 at Raleigh, comprising all our sparrows, warblers, blackbirds, thrushes, wrens, robins, etc. Twenty are residents, thirty-five summer visitors, twenty-three winter birds, thirty-two transients and ten stragglers. The two largest groups or families are the warblers with thirty-four kinds, mostly small birds of the woods and not often noted, and the finch or sparrow family with twenty-eight including the English sparrow, many native sparrows, the snowbird, cardinal or winter redbird, the goldfinch or wild canary, the indigo bunting and many others.

The first Geological Survey of North Carolina was begun in 1823 by Denison Olmstead under the direction of the Board of Agriculture.

Ninety species and sub-species of mammals are listed from North Carolina in a recent compilation by Messrs. H. H. and C. S. Brimley for State Forester J. S. Holmes.

Book Column

New Books of Interest*

PRIMARY GRADES

d'Aulaire. *Abraham Lincoln.* Doubleday. $1.50.
A beautiful picture book with colored illustrations and text simple enough for the third grade reader.

Brann. *Patrick Was His Name.* Macmillan. $ .75.
The humorous story of "the best little dog in the word," even if he did have a peculiar appearance.

Palmer. *Mickey Never Fails.* Heath. $ .59.
Mickey Mouse is the hero in a story carefully written and graded for younger children.

GRAMMAR GRADES

de Angeli. *Copper-Toed Boots.* Doubleday. $1.50.
How Shad earned his coveted red-topped, copper-toed boots in a story of northern Michigan sixty years ago.

Leaf. *Safety Can Be Fun.* Stokes. $ .84.
Another of Munro Leaf's cartoon books which shows that the "nitwits" get hurt because they are foolish.

Medary. *Joan and the Three Deer.* Random. $1.50.
A beautiful and sensitive story of three wild deer who were fed and cared for during the winter by Joan's Aunt Sue.

HIGH SCHOOL

Buehler. *Debate Help Book.* Volume 6. Noble. $1.69.

Nichols. *Intercollegiate Debates* Volume 20. Noble. $2.12.
Every school participating in the State debate contest will wish to secure these two books. Both are concerned with the question of government ownership of railroads, which is the current topic for debate.

Glover. *America Begins Again.* McGraw. $1.66.
A stimulating book on the conquest of waste in our natural resources which gives a better understanding of the physical world around us and a plea for its improved use.

Skidmore. *River Rising.* Doubleday. $1.50.
York Allen, who aspires to be a doctor, teaches school for one year in a lumber camp in the Blue Ridge Mountains where he overcomes great difficulties.

* Prices from N. C. E. A. list.

Laws, Rulings and Opinions

Distribution of Poll Taxes, Dog Taxes, Forfeitures and Penalties

Reply to Inquiry:

Receipt is acknowledged of your letter of October 12. You refer to Section 31 of Chapter 358, Public Laws of 1939, providing that the clear proceeds of poll taxes, dog taxes, fines, forfeitures and penalties shall be accounted for by the officers collecting same and no deduction shall be made therefrom for fees or commissions.

You are correct, in my opinion, in assuming that the statute as to poll taxes above referred to has to do with only the seventy-five per cent of the poll tax collections which go to the school fund.

I note that it has been the practice of the county to deduct from both poll taxes and dog taxes commissions for collecting same and also ½% commissions to the treasurer for disbursement, which deductions are considered at the time the budget is approved and the tax rate is made. You inquire as to whether or not these deductions should be discontinued, in view of the fact that they were considered in making up the budget.

On account of the direct provisions of the statute applicable at the time the budget was made up, I am of the opinion that the statute could not be disregarded and that the clear proceeds would necessarily have to be paid over as required by this law.

You refer also to solicitor's fees which are not mentioned in the School Machinery Act. Code Section 1235 (a), Chapter 157, Section 3, Public Laws of 1923, provides that the clerks shall compute in all bills of cost in criminal cases the fees theretofore allowed solicitors, which shall be collected by the clerks and paid into the school fund of their respective counties. This law, I believe, controls the disposition of the solicitor's fees.

You refer to the apportionment of county-wide levies for capital outlay and debt service, which you state are to be apportioned in the same manner as the current expense fund. The capital outlay funds are apportioned only on the basis of budgets submitted and approved by the commissioners, and the debt service funds are apportioned as provided by the statute, but not in excess of the needs of the district. The School Machinery Act of 1939, Section 20 (2), provides the method for paying out county and district funds, and, in my opinion, this section would have to be followed and the funds paid out in accordance with the method provided by this subsection.—Attorney General, October 14, 1939.

Notes and Announcements

(Continued from page 5)

December "School Facts"

STATE SCHOOL FACTS for December, 1939, was concerned with the school experience of the teachers and principals of the State who were employed during 1937-38. The following is a summary of the facts presented in that publication:

1. The average tenure of teachers and principals in North Carolina is eight years.
2. More beginning teachers enter the field each year than the number at any other experience year.
3. The tenure of 67 per cent of the teaching personnel is ten years or less.
4. Conversely, 33 per cent of the total have more than ten years experience.
5. About two per cent, 476 in 1937-38, have thirty or more years school experience.
6. The average tenure of county teachers is seven years; whereas for city teachers it is ten years.
7. The tenure of colored teachers is slightly less than that for white teachers.
8. On a percentage basis there were 18.3 per cent men and 81.7 per cent women during the school year 1937-38.
9. There was a larger percentage of men teachers in colored schools than in white schools.
10. There was a larger percentage of men teachers in county units than in city units.

Persons desiring a copy of the number of STATE SCHOOL FACTS giving this information may secure one from the editor of this publication.

Five Negro Educators

FIVE NORTH CAROLINA NEGRO EDUCATORS. By Committees of students and faculty members of nine North Carolina educational institutions under direction of N. C. Newbold, Director, Division of Cooperation in Education and Race Relations, State Department of Public Instruction, University of North Carolina, and Duke University. The University of North Carolina Press. $1.00.

This publication contains life sketches of five deceased Negro education leaders of the State: Simon Green Atkins of the Winston-Salem Teachers College, James Benson Dudley of the Agricultural and Technical College, Annie Wealthy Holland of the State Department of Public Instruction, Peter Weddick Moore of the Elizabeth City State Teachers College, and Ezekiel Ezra Smith of the

(Continued on page 8)

From the Office

Physical and Health Education

In 1938 the State Department of Public Instruction employed Mr. Charles E. Spencer as Adviser in Health and Physical Education, to give full time in assisting schools of North Carolina in developing programs of health and physical education for the children of all the grades, one through eleven. Recently, in cooperation with the State Board of Health and the Rockefeller Foundation, a Division of School Health Coordinating Service has been set up. Miss Olive Brown has been employed as a member of this Division to assist Mr. Spencer in the physical and health education program.

The emphasis that the State Department is placing on this phase of the school program is in response to expressed desires on the part of schools for a broad program of physical education where opportunities for participation on the part of all students rather than a few might be provided. School administrators and teachers throughout the State have cooperated with the Department in the development of this program. For the school year 1937-38 there were only 9 high schools in North Carolina that employed full-time teachers of health and physical education and 36 schools that employed part-time teachers. Preliminary reports for the school year 1939-40 show that there are 154 full-time and part-time teachers of physical education in the secondary schools. The demand for certified teachers of health and physical education exceeded the supply.

The quality of the program of physical education in North Carolina schools has shown equal improvement. Many schools throughout the State are now providing opportunities for a broad program of activities suitable to the individual needs of students. Activities are planned with the idea of progression for the various age levels in terms of the interests, abilities, and needs of the children. The programs have been broadened to provide greater variety and greater interest in participation. Such games as soccer, speedball, badminton, captain ball, paddle tennis, tennis, field ball, and activities for the less-skilled boys and girls, have been added to the programs which formerly included only basketball, baseball, and/or football for the larger schools.

The elementary schools of the State also have shown great progress in providing opportunities for physical education activities. A large percentage of the elementary schools has included physical education as a regular part of the daily program. The classroom teachers with few exceptions carry on the program which includes rhythms, singing games, story plays, and hunting and chasing games for the primary level; and rhythms, relays, stunts, games of low organization, mimetics and athletic events for the grammar grades. Particular emphasis is being placed on rhythms in the elementary grades. Excellent progress has been made in correlating music and physical education in the rhythmical activities.

Education for Civic Responsibility

Social Activity—The educated citizen acts to correct undesirable conditions.

Social Understanding — The educated citizen seeks to understand social structures and processes in a democracy.

Critical Judgment—The educated citizen has defenses against propaganda.

Tolerance—The educated citizen respects honest differences of opinion.

Conservation — The educated citizen has a regard for the nation's resources.

Social Applications of Science —The educated citizen measures scientific advance by its effects on human welfare.

World Citizenship—The educated citizen belongs to the world community.

Political Citizenship and Law Observance—The educated citizen respects the law and accepts his civic duties.

Devotion to Democracy—The educated citizen acts upon an unswerving loyalty to democratic principals.

(From the Publications of the Educational Policies Commission)

Notes and Announcements

(Continued from page 7)

Fayetteville State Teachers College. Each of these sketches was prepared by a committee closely associated with the Negro educator described under the direction of a Sponsoring Committee.

The Preface is by Dr. Frank P. Graham, President of the University of North Carolina; and the Introduction is by Mr. Newbold. It is the aim of this book, according to the Introduction, "to preserve in permanent form the inspiring record of the lives and activities of the five persons included; to provide an opportunity for a most helpful cooperative effort by groups of white and Negro college students and faculty members; to make available some useful, encouraging and highly informing material for use as supplementary readers in the upper grammar grades and in the high school classes in the public schools of the State." The book contains a picture of each of the five persons considered.

From the Field

Use of Environmental Material in the Alamance County Schools

Some years ago it might not have been thought desirable to describe the teaching of the sciences and the social studies in the same breath. Now it is desirable, because an investigation into the meaning of each shows that the sciences are first of all tools and processes for solving human difficulties; and the social studies, in a large measure, are the descriptions of living now or in the past and of the effects which the sciences have made or could make in ways of working and living.

The investigations of the use of environmental materials began three years ago in Alamance County with the study by teachers of local resources for learning. These appeared to be the natural, technological, social-historical, and school resources. The next step was to follow up these lines more thoroughly. The natural and technological resources were studied with the science teachers, and the result was a compilation of material called *Science and Change in Alamance County Life.* This material is equally useful for the sciences, history, geography, economics, etc.

In the course of two years it had become clear not only that a wealth of materials for the sciences and social studies lay in the environment, but also that these materials offered some of the best opportunities which could be found for classes which had to rely almost wholly on texts for resources. The materials of environment became both the materials for study and the way to study. The learning experience could be developed for each student as a first-hand investigation of materials or problems of primary concern to life in this area. With this type of learning process and a firm basis in seeing meanings of study and relationships of facts the student may be well prepared for the ideas and materials and relationships which come in the study of subjects or problems wider afield in either science or history or economics.

Other compilations of local materials have been made and are are being constantly added to as teachers or classes make new studies: *Science Programs in Alamance County Schools,* and *Investigations of Local Resources for the Social Studies in Alamance County.* In the third year of the study several teacher groups are working out the uses of the materials in relation to planning programs for their classes and building the curriculum.

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VOLUME IV NUMBE

February, 1940

NORTH CAROLINA

PUBLIC SCHOOL BULLETIN

Issued by the
State Department of Public Instruction
Raleigh, North Carolina

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This Month's Calendar

11-17—Boy Scout Anniversary Week
11-17—Negro History Week
12—Abraham Lincoln's Birthday
14—Valentine Day
22—George Washington's Birthday
24-29—American Association of School Administrators, N.E.A., St. Louis

We Point With Pride

To the—

ROWAN COUNTY ADMINISTRATIVE UNIT

for its

Consolidation and Building Program

(See p. 8)

This Month's Quotation

Relentless press of little things;
Eternal haste to do them all;
O Life, why must you always leave
So little time to live?

—Adelaide Love.

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

Published monthly
except June, July and August
by the
State Department of Public Instruction
Raleigh, North Carolina

CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director Division of Publications, Editor*

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STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

February 1, 1940

To Superintendents, Principals and Teachers:

According to surveys made in other states, it is estimated that there are in North Carolina approximately 99,000 school children with defective vision, and that the parents of approximately 33,000 of these children are unable to provide needed medical care. While some progress has been made in providing medical eye service to North Carolina school children, the problem is still a major one.

It will be recalled that during the school year 1937-38 Health Institutes, sponsored jointly by the State Department of Public Instruction and the State Board of Health, were held all over North Carolina. During these Institutes every teacher in the State was given an opportunity to observe a demonstration of the technique of "screening out." Eye testing by the Snellen chart was part of the general "screening." Through cooperation with local health units and with the assistance of members of the staff of the State Board of Health, many schools have been successful in detecting some of the visual defects of school children. The Coordinated School Health Service has also been working on this problem along with other health problems in certain counties.

In order to help solve this problem the State Commission for the Blind is now offering its services in conducting a Statewide survey of the eyes of the children in schools. Each principal and teacher will be supplied with a simple eye test, including complete instructions for giving it and recording the results. Numerous civic and service organizations will assist in providing medical eye care and opportunties for rehabilitating the visually handicapped children whose parents are not able to bear the expense.

The results achieved by teachers, in "screening out" and by observing daily habits which indicate eye difficulties, are so encouraging that I wish to urge that you cooperate with the State Commission for the Blind in making this Statewide eye survey of the children now in school.

Very truly yours,

Clyde A. Erwin

State Superintendent of Public Instruction

Editorial Comment

County and City Handbooks

A number of the administrative units have issued handbooks, bulletins or guides, in duplicated form, for their teachers and principals. These bulletins usually contain the calendar for the year, a directory of the personnel, schedule of various kinds, rules and regulations of the school board, announcements of one kind or another, certain suggestions for teachers and principals, and often-times inspirational poems or statements.

Several of these handbooks have been received at the office of the State Department of Public Instruction. One of the most comprehensive bulletins of this type is the 89-page booklet issued by the Columbus County Board of Education. In addition to the items mentioned above, the Columbus County handbook includes scores by schools and grades on certain tests; a subject bibliography of pamphlets, bulletins and books; regulations governing the distribution of textbooks, bus transportation rules; and much other useful material.

Another annual booklet of a different type is the "Yearbook" of the Central Elementary School of the Albemarle City Unit. This book, as stated in its *Foreword*, "is an accumulation of written statements which form a basis for evaluation of certain phases of the year's work."

One of the best small publications is the "Manual" issued by the Board of Education of Swain County. This 36-page booklet is chock-full of material with reference to the program of education in that county. Other publications of this type have been received from the Madison County Unit, the Moore County Unit, the Fayetteville City Unit, the Morven City Unit, and the Burlington City Unit.

The administrative personnel of these units are to be congratulated upon their efforts to aid and inspire the teachers, principals, and other employees of their respective school systems in this manner. In order to give the best service to the schools, the teachers and principals must know the philosophy, the objectives and purposes, and the rules of the organization under which they are working. The teacher is an individual working in a democratic society, and for democratic living knowledge is the first prerequisite.

Adequate Library Service

In North Carolina, according to the State Library Commission, 49 per cent of the people, or 1,567,000, are without the benefit of public libraries — 36 counties have no tax-supported public library. Last year the expenditure from public funds for

(Continued on page 8)

Notes and Announcements

Adult Education Programs

Twenty-eight administrative units are now participating in the State-aid program of adult education. Requests for funds for the current school year have exceeded the annual appropriation of $30,000 by more than $5,000.

The following county and city units, having fulfilled the requirement of matching State funds dollar for dollar, are conducting programs this year:

Unit	*Amount Participating*
Buncombe County	$1,000.00
Asheville City	1,000.00
Burke County	500.00
Catawba County	1,200.00
Cleveland County	882.45
Kannapolis (Cabarrus Co.)	250.00
Dare County	625.00
Durham County	1,700.00
Durham City	2,000.00
Winston-Salem (Forsyth Co.)	256.00
Gaston County	1,000.00
Gastonia City	1,000.00
Guilford County	1,000.00
Greensboro City	990.00
High Point City	990.00
Hertford County	600.00
Kinston City (Lenoir Co.)	1,000.00
Mecklenburg County	800.00
Charlotte City	1,500.00
Moore County	650.00
Orange County	1,200.00
Richmond County	400.00
Robeson County	500.00
Leaksville (Rockingham Co.)	550.00
Rowan County	1,250.00
Salisbury City	815.00
Rutherford County	1,000.00
Stanly County	550.00
Albemarle City	250.00
Swain County	400.00
Union County	650.00

Due to the lack of State funds, Raleigh City ($1,000.00), Warren County ($2,822.40), and Surry County ($2,065.00), are not included in the State program. Surry County has indicated that plans for an adult education program will be made, even though State funds are not available.

Negro History Week

Negro History Week will be celebrated the week beginning February 11, 1940. This Week, sponsored annually by the Association for the Study of Negro Life and History, was initiated fifteen years ago. Posters and literature will be sent free of charge upon request to C. G. Woodson, Director of the Association, 1538 Ninth St., N. W., Washington, D. C.

U.N.C. Summer Session 1940

The summer session of the University of North Carolina, which is divided into two terms of six weeks each, June 13-July 20 and July 22-August 22, will this year offer a wide selection of undergraduate and graduate courses in all divisions. Women students are admitted to all classes on the same basis as men.

Courses are provided to meet the needs of the following classes of students:

1. Elementary and secondary teachers working for higher degrees or desiring to improve their cultural and professional background.

2. Principals and supervisors of elementary and high schools.

3. Superintendents of city and county units.

4. Undergraduate students wishing to complete basic degree requirements.

5. Graduate students seeking advanced training in any division of the University.

6. Students desiring professional training in Social Work and Public Welfare.

7. School and Teacher-Librarians desiring professional training in Library Science.

8. Advanced students of Law.

9. Independent students wishing to study for their own satisfaction and improvement.

Special courses. (1) At the request of leaders in the Rural Education Department of the North Carolina Education Association and with the cooperation of the State Department of Public Instruction, the Division of Teacher Education has agreed to plan a *Laboratory* or *Workshop* type of program for a limited number of representatives of rural schools and to provide related courses in Rural Education for those who may not be selected as members of the Workshop. The purpose of this plan is to provide an opportunity for principals and teachers to work together under sympathetic and understanding guidance on a program of Rural Education to meet the needs of their own communities in a State which is largely rural.

(2) The Department of Education and the School of Library Science will offer courses for Teacher-Librarians during both sessions of the Summer School. The courses are so arranged that a student attending both sessions can secure the twelve hours of Library Science necessary for a Teacher - Librarian's certificate in North Carolina. Although the courses are planned primarily for Teacher-Librarians, all but one of them may count toward the degree of B.A. in Library Science, provided the applicant can meet the entrance requirements of the School of Library Science, which is an accredited school.

For further information write Professor G. B. Phillips, Box 750, Chapel Hill, N. C.

School Bands

Quite a few of the larger schools of the State have school bands. Most of these bands are in city units. In Columbus County a band instructor is employed to go from school to school to give this type of instruction in the high school centers. The following schools in other county units are known to have an organized band: Biscoe, Boone, Creswell, and Robersonville.

It is learned that regular uniformed bands are organized in the following 23 city units:

Asheville	Kings Mountain
Burlington	Kinston
Charlotte	Lenoir
Cherryville	Lincolnton
Durham	Mooresville
Elizabeth City	Morganton
Fayetteville	Raleigh
Greensboro	Reidsville
Greenville	Salisbury
Henderson	Shelby
High Point	Winston-Salem
Kannapolis	

N.C.P.-T.A. Cooperated in Nation-Wide Family Accident Survey

The North Carolina Congress of Parents and Teachers cooperated in the nation-wide Family Accident Survey conducted by the Traffic Safety Project of the National Congress of Parents and Teachers in an effort to determine the direct responsibility of the Parent-Teacher safety program toward the whole accident situation.

One hundred and twenty-five report blanks were distributed to as many North Carolina families by Mrs. D. D. Hocutt of Henderson, State safety chairman of the North Carolina Congress of Parents and Teachers, through the ten district directors. These participating families scattered throughout the State assisted by keeping a week by week record of all types of accidents occurring in the family. For a period of three months, November 1, 1939, to January 31, 1940, every accident was recorded — whether it be father's finger chopped along with the fire wood, mother's arm burned on the oven door, or baby sister run over by an automobile.

These statistics will be compiled and made available to the public at the end of the study by the National Committee on Safety of which Miss Marian Telford is chairman. Five thousand families participated in the Survey which was planned at regional conferences during the past summer, attended by representatives of forty-six state branches of the National Parent-Teacher Congress.

National Peace Poster Contest

The 5th Annual Peace Poster Contest, which offers numerous prizes, including cash, scholarships, books, subscriptions, and other considerations valued at over $525.00 has recently been announced by the National Circulating Library of Original Peace Posters.

Prizes are offered in three groups: Group I, grades 7, 8, 9; Group II, grades 10, 11, 12; and Group III, grades above high school. First, second, and third prizes, ranging from $10 to $20, are offered in each group. Scholarship and other valuable considerations are also offered.

"World Peace," with special emphasis on "The Road to Peace" via political, economic and religious paths, is the poster subject. The contest closes May 1st.

General instructions and other in-

formation concerning this contest may be obtained from Nancy J. Babb, 140 N. 15th Street, Philadelphia, Pa.

Films on Tuberculosis

The State Tuberculosis Association, Greensboro, N. C., has many health pamphlets and books available, a list of which may be had for the asking. The Association also has four motion picture films for sound machines, which may be obtained for merely the expenses of insured transportation. It is possible that in some cases a machine may be brought to the school. Of course, this service will be limited since the headquarters office attempts to cover the State.

The four films available are: The Story of My Life by Tee Bee, Behind the Shadows, Let My People Live, and On the Firing Line. *The Story of My Life* by Tee Bee is a silent film showing animated cartoons and photographs of actual scenes. The Germ of Tuberculosis tells his life story to Professor Buzzle, who has discovered how to talk to germs. Running time 11 minutes. In *Behind the Shadows* a doctor explains to a group of high school boys and girls what tuberculosis is. Running time 11 minutes. *Let My People Live* has the Tuskegee Choir as a background, with Rex Ingram, who played "De Lawd" in "Green Pastures." This all-Negro cast picture is fascinating to white audiences. It shows how modern medical science brings health to a tuberculosis family. Running time 15 minutes. *On the Firing Line* is a travel-tour motion picture. It sketches a background of the ways in which tuberculosis is being controlled in the U. S. The travel-tour extends from the South in one of its sanatoria to the Bayou country of Louisiana, where tuberculosis work is done with the aid of an auto-trailer; to a mid-western university where examinations for suspected tuberculosis are given as a part of health education routine; to the Southwest, where the problems of the migratory consumptive is depicted. Harold McCracken, explorer and writer, was the photographer. Running time 20 minutes.

Social Security Benefits for Dependent School Children

By an amendment to the Social Security Act, survivors' insurance benefits may be paid to a dependent child of an individual entitled to old age insurance benefits, or of an individual who dies insured after December 31, 1939. In order for a child over 16 and under 18 years of age to secure these benefit payments, he must be attending school regularly.

It was the intent of Congress, in requiring the child to attend school in the sixteenth and seventeenth years of age, to furnish an incentive to the child to remain in school. The school has a mutual interest with the Social Security Board in enforcing this requirement.

Standard forms and procedures for the use of school officials for furnishing the necessary information concerning the child's attendance have been prepared by the Board. Copies of these may be secured from the Bureau of Old-Age and Survivors Insurance, Social Security Board, Washington, D. C., or from the Social Security Board, Stacey W. Wade, Raleigh, N. C.

A Balanced Statement of the Conditions of the General Fund for the Fiscal Year 1938-39 Ended June 30, 1939

Availability and Revenues

I	Credit Balance July 1, 1938	$ 5,949,144
II	Schedule A—Inheritance taxes	825,079
III	Schedule B—Licenses	2,742,239
IV	Schedule C—Franchise taxes	7,931,927
V	Schedule D—Income taxes	9,716,274
VI	Schedule E—Sales taxes	10,994,744
VII	Schedule F—Beverage taxes	1,854,177
VIII	Schedule G—Gift taxes	55,671
IX	Schedule H—Intangible taxes	542,850
X	Miscellaneous	3,067
XI	Sales tax on gasoline	
	Total under Revenue Act (II-XI)	$34,666,028
XII	Non-Tax revenue (Earnings, fees, dividends, etc.)	$ 1,515,177
	Total Revenue (II-XII)	$36,181,205
	Total Availability (I-XII)	$42,130,349

Obligations

I	General Assembly	$ 221,001
II	Judicial	451,866
III	Executive and Administrative	2,637,496
IV	Educational Institutions	2,586,673
V	Charitable and Correctional Institutions	1,933,910
VI	State Aid and Obligations	2,392,850
VII	Pensions	313,246
VIII	Contingency and Emergency	*601,527
	Reimbursements from former years	**47,102
	Total other than Public Schools and Debt Service	$10,489,940
IX	Public Schools	$24,872,505
	Total other than Debt Service	$35,362,445
X	Debt Service	$ 4,525,566
	Total Expenditures out of General Fund	$39,888,011
	Credit Balance June 30, 1939	$ 2,242,338

*Transfers.
**Denotes red figures.

Current School Practices in Safety Education

In a recent survey made by the Research Division of the National Education Association certain pertinent facts were revealed concerning safety practices in the schools.

1. 97.4 per cent of teachers reporting indicated that safety instruction is taught in some form. The elementary school teachers' percentage is higher than the secondary school.
2. In the schools where safety is taught it is most likely to be a distinct unit in other subjects (28 per cent); referred to incidentally (27 per cent); given varied treatment (14 per cent); offered as a separate course (11 per cent); and presented through extra-curricular activities (10 per cent) or auditorium programs (9.5 per cent).
3. The major responsibility for the program in each school is most likely to be borne by classroom teachers and principals.

International Friendship League

The International Friendship League, nonpolitical and nonsectarian, has been organized for the purpose of promoting better understanding among the youth of the world through personal correspondence. The League is officially recognized as the headquarters for international student correspondence and is endorsed by the Ministries of Education in 86 countries and territories and the Departments of Education in each of the forty-eight States.

Because our present age, more than any other in the world's history, is intensely concerned with the problem of international relations, parents and teachers recommend this system of creating world-mindedness. In addition to learning first-hand information from all corners of the earth, students take a renewed interest in the civic life of their own country in an effort to describe it in an interesting manner to their new friends. In almost all cases, the correspondence is carried on in English.

There is a small charge for a list of foreign names and addresses and those sending a self-addressed, stamped envelope to the League headquarters, 41 Mt. Vernon Street, Boston, Mass., will receive complete information.

Available to Libraries

As long as the limited supply lasts a copy of the following publications may be secured by school librarians from the Division of Publications, State Department of Public Instruction, Raleigh:

1. *The Federal Government and Education.*

This is a summary of the major findings of the Advisory Committee of Education appointed by the President on September 19, 1936.

2. *Federal Aid and the Tax Problem.*

This is No. 4 of a series of studies made by the staff of the Advisory Committee on Education. This particular report was written by Dr. Clarence Heer, Professor of Economics, University of North Carolina.

3. *Population Changes and Educational Adjustment in the South.*

This is a reprint of a paper by Dr. Newton Edwards, University of Chicago, from the Proceedings of the Eighteenth Annual Meeting of the North Carolina College Conference, October 26-27, 1938.

4. *A Philosophy of Race Relations.*

This is an address by Harold L. Trigg, President of Elizabeth City State Teachers College, Elizabeth City, formerly a member of the staff of the Department of Public Instruction. This address is a reprint from THE SOUTHERN WORKMAN.

North Caroliniana

Our State Flag

The State flag that we know is not the first which North Carolina has had. The constitutional convention of 1861 declared our secession from the Union and adopted what it termed a "State flag." This flag was used until 1885. On May 20, 1861 Colonel John D. Whitford, a member of the Convention from Craven County, introduced the following ordinance, which was passed and referred to a select committee of seven:

> "Be it ordained that the flag of this State shall be a blue field with a white V thereon, and a star, encircling which shall be the words 'Surgit Astrum, May 20, 1775'."

Colonel Whitford was made chairman of the committee to which this ordinance was referred. The committee secured the aid and advice of William Jarl Brown, an artist of Raleigh. Brown prepared and submitted a model to the committee. This model was adopted by the convention on June 22, 1861. The Brown model was vastly different from that proposed by Colonel Whitford. The State flag adopted in 1861 is described in the following Ordinance in Relation to a State Flag, which appears in the Journals of the Convention:

> "Be it ordained by this convention, and it is hereby ordained by the authority of the same, that the Flag of North Carolina shall consist of a red field with a white star in center, and with the inscription, above the star, in a semi-circular form, of 'May 20, 1775', and below the star, in a semi-circular form, of 'May 20, 1861'. That there shall be two bars of equal width, and the length of the field shall be equal to the bar, the width of the field being equal to both bars; the first bar shall be blue, and the second shall be white; and the length of the flag shall be one-third more than its width." (Ratified the 22nd day of June, 1861.)

The flag just described was carried by North Carolina troops during the War of 1861-1865 and existed until 1885, when the legislature of that year adopted a new model.

The bill, which was introduced by General Johnstone Jones on the 5th of February, 1885, passed its final reading one month later after little or no debate. The act read:

> "AN ACT TO ESTABLISH A STATE FLAG
>
> *The General Assembly of North Carolina do enact:*
>
> Section 1. That the flag of North Carolina shall consist of a blue union, containing in the center thereof a white star with the letter N in gilt on the left and the letter C in gilt on the right of said star, the circle containing the same to be one-third the width of the union.
>
> Section 2. That the fly of the flag shall consist of two equally proportioned bars; the upper bar to be red, the lower bar to be white; that the length of the bars horizontally shall be equal to the perpendicular length of the union, and the total length of the flag shall be one-third more than its width.
>
> Section 3. That above the star in the center of the union there shall be a gilt scroll in semi-circular form, containing in black letters this inscription: 'May 20th, 1775', and that below the star there shall be a similar scroll containing in black letters the inscription: 'April 12th, 1776.'
>
> In the General Assembly read three times and ratified this 9th day of March, A. D. 1885."

The dates found on the flag are of deep significance in the life of the State. The first date, "May 20th, 1775", refers to the Mecklenburg Declaration of Independence. The second date appearing on the State flag of 1861 is that of "May 20th, 1861." This date commemorated the secession of the State from the Union, but as the cause of the South was lost, this date no longer represented anything after the Civil War. So when the new flag was adopted in 1885, this date was removed and another, "April 12th, 1776", took its place. This date commemorates the adoption of the Halifax Resolutions—a document that places the Old North State in the very front rank, both in point of time and in spirit, among those that demanded unconditional freedom and absolute independence from foreign power.

There has been no change in our State flag since 1885.

State Museum Circular

Aquaria for Schools

This subject is viewed as being primarily for public schools in this State. Some of the schools have shops where materials of little cost can be utilized in construction. It is urged that native specimens of plant and animal life be systematically collected and identified in natural science courses and then used for and studied in the aquaria or terraria — or combination of these. The *balanced* unit is the one easiest to maintain, and thus the desirable unit recommended.

Sizes and shapes of aquaria should be adapted to their position in the laboratory or school room. Effort should always be made to have maximum water surface for aeration from that source. A general rule is that there be 25 square inches of water surface for each inch of fish.

The pool may be made of sound cypress wood, well mixed concrete, all metal, metal or asphalt-lined wooden frames, or metal frames with plate-glass sides and solid bottoms. Glass may be fitted in with any combinations of the others. Where glass is not used the pool must be viewed from above, which is quite satisfactory, as in the cypress tanks at the Bureau of Fisheries Station at Beaufort. In tanks about four feet square water depths range from four to twelve inches. By painting insides with a light or buff paint, specimens are quite visible. Use only high-grade paints, such as *duco* enamel, applied on thoroughly dry surfaces.

In the State Museum tanks, concrete is used with a one-inch plate glass front. This is fastened in with cypress strips with brass screws to embedded cypress strips. Use brass fastenings where possible and paint well all other metal surfaces to avoid corrosion. A plastic slow-setting cement is made of well-mixed equal parts of whiting, zinc white, and litharge, made into a putty with boiled linseed oil.

Once the aquarium is built there is the question of making it a suitable habitat, giving it balance. In the first place put it where it will get good light, preferably where direct sunshine will strike it for two hours per day, and on a stand or low table. A screened frame above the pool keeps in specimens which are inclined to hop out. The bottom should be covered with a shallow layer or clumps of rich soil to sustain the plant life rooted therein. Carefully cover this with one to two inches of clean white sand, so that the soil will not rise to discolor the water. Set plants as you like in this. Add worn rocks or other natural pebbles to suit your taste. Too many pebbles make cleaning more difficult.

(To be continued)

Book Column

Elementary school teachers like to have an anthology of children's literature which gives them a wide selection of reading, some interpretations, and suggestions for books for children to read. At least one of the following anthologies should be available in every elementary school:

Depew, Ollie. *Children's Literature by Grades and Types.* c1938. Ginn. 706 pages. $3.25.

This book includes a section on the development of children's literature, both classical and modern selections from writings for children, and an extensive bibliography for each grade level. The selections under each grade are arranged by type, such as poems, folk tales, and modern stories. A good index is included. The arrangement is unique and is highly useful.

Hollowell, Lillian. *A Book of Children's Literature.* c1939. Farrar and Rinehart. 942 pages. $5.00.

The material in this book is grouped by large subject, such as "Traditional Fairy Tales," "Modern Fairy Tales," and "Poetry," with suitable subsections under each big topic. The emphasis seems to be on the type of literature rather than the use of the selections with children. Excellent bibliographies and a full index are given.

Johnson, Edna, and Scott, Carrie E. *Anthology of Children's Literature.* c1935. Houghton Mifflin Co. 914 pages. $3.50.

The selections are arranged by large topic under such headings as "Mother Goose Rhymes and Nonsense Verses," "Nature Stories," "Biography," and "Poetry." The material is largely from standard authors. Appendices include a brief history of children's literature including illustrations and reading lists arranged for primary, intermediate, and junior high school levels. There is also a section of biographical notes.

* * * *

Dr. Joy Elmer Morgan, editor of the Journal of the National Education Association, nominates as the most important book of 1939

Marsh, Daniel. *The American Canon.* c1939. Abingdon Press. $1.00.

He says, "President Marsh of Boston University selects, publishes, and interprets against their historic backgrounds seven writings as the foremost, significant, and accepted expressions of the American spirit. These writings are the Mayflower Compact, the Declaration of Independence, the Constitution of the United States, Washington's Farewell Address, the Star-Spangled Banner, Lincoln's Second Inaugural Address, Woodrow Wilson's 'Road Away from Revolution.'"

Laws, Rulings and Opinions

Exchange of Real Estate

Reply to Inquiry:

You inquire in your letter of December 8 as to the best method of handling the purchase by the Board of Education of ———— County of a tract of land, a portion of which is owned by A and under option to the Board, and the remainder now owned by B, but originally a portion of the tract owned by A.

It is my opinion that the simplest way to handle the transaction is for A and B to make conveyances to each other so that the title to all the property being acquired by the Board of Education would be vested in A, then A in turn could convey the whole tract to the Board. I am unable to find any law which would authorize an exchange of school property. If the situation cannot be worked out along the lines suggested in this letter, I would recommend that the School Board of ———— County submit the matter either to their attorney or to the county attorney, as the local attorney would be better acquainted with local conditions than this office.—Attorney General, December 11, 1939.

Teaching on Saturday

Reply to Inquiry:

You inquire as to the interpretation of Section 4 of the School Machinery Act of 1939 relating to teaching school on Saturday. This section provides:

"A school month shall consist of four weeks and not less than twenty teaching days, no day of which shall be a Saturday, unless in case of emergency, and subject to the approval of the local committee and the superintendent of the administrative unit."

It will be noted that under the provisions of this section, school is not to be taught on Saturday except in case of emergency. Black's Law Dictionary defines the word "emergency" as follows:

"A sudden unexpected happening; an unforeseen occurrence or condition; specifically, a perplexing contingency or complication of circumstances; a sudden unexpected occasion for action; exigency; pressing necessity."

In the case of United States v. Atlantic Coast Line Company, 224 Fed. Rep. 160, the word "emergency" is defined as follows:

"Any event or occasional combination of circumstances which calls for immediate action or remedy; a sudden and unexpected happening; an unforeseen occurrence or condition."

In the case of Davis v. North State Veneer Corporation, 200 N. C. 263, the Court in discussing what is meant by an emergency says that emergencies have been interpreted as unforeseen events.

With the above definitions and interpretations in mind, it is very difficult to see how the circumstances mentioned in your letter could be termed an emergency as contemplated in the School Machinery Act, and unless the conditions as they now exist could be brought within the definition of an emergency, you would not be justified in conducting school regularly on Saturday instead of Monday.—Attorney General, October 16, 1939.

Special Meetings Board of Education

Reply to Inquiry:

In your letter of October 31 you enclosed a letter from Mr. ————, Superintendent of ———— County Schools. Mr. ———— inquired as to the proper method of calling a special meeting of the County Board of Education.

Section 5422 of Michie's N. C. Code is as follows:

"The county board of education shall meet on the first Monday in January, April, July and October. It may elect to hold regularly monthly meetings, and to meet in special sessions as often as the school business of the county may require."

It will be noted that the Board may elect to hold regular monthly meetings and to meet in special session. The statutory proceedings for the calling of special meetings must be strictly followed, and in this instance discretion rests with the Board itself. Special meetings may, therefore, be provided for in advance by resolution of the Board in regular session.

As an alternative method, the Board might set up certain machinery for the calling of special meetings such as, for instance, permitting the Chairman to call a special meeting upon proper notice to the Board members.—Attorney General, November 14, 1939.

From the Office

School Library Service

The State Department of Public Instruction through its School Library Adviser attempts to serve the school people of the State in solving their library problems. Many schools take advantage of this service by writing for help in making the library work more effective.

Annually six hundred or more books are reviewed by the office before the supplementary list of books recommended for school library purchase is prepared. This cumulative list which forms the recommended list for accredited school libraries is published by the North Carolina Education Association as a *Library Book Catalogue.* The Association acts as book jobber for these approved titles. In this way a cooperative program which benefits the schools is carried on. Other library lists are also prepared, such as a brief list of books for one and two teacher schools, books on special subjects or for certain type readers. Individual schools sometimes ask help in preparing a buying list for a specific amount of money. In such cases, the school sends a list of books which it already owns and the School Library Adviser makes selections for purchase by the school.

Help in organizing the library is also given by classifying lists of books sent in from the schools and by sending directions for additional activities. The *North Carloina School Library Handbook* published by the State Department of Public Instruction at 15c a copy has been very useful in this connection.

Many new school library rooms have been provided and equipped. Suggestions and specifications for these have been given by the Department. Printed specifications for library furnishings are available on request.

Visits are made to schools during the year to help the local librarian improve her work and to evaluate the library in its relation to standards for accreditment. The School Library Adviser is also available for talks to community groups, such as men's civic clubs, women's clubs, P.T.A. groups, and teachers' meetings when satisfactory schedules can be made.

All these activities are carried on through the State Department of Public Instruction to the end that the school library may provide an organized collection of books, magazines, pictures, pamphlets, and visual aids for recreational, informational, and curricular use; stimulate improved reading ability and habits by furnishing worth-while reading materials in attractive environment; develop desirable habits of industry and citizenship by making available reading materials for individual and group study.

Education by Example

Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the tricks of numbers, and then leaving them to turn their arithmetic to roguery, and their literature to lust. It means, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual, and difficult work to be done by kindness, by watching, by warning, by precept, and by praise, but above all—by example. — John Ruskin.

Editorial Comment

(*Continued from page 3*)

public libraries amounted to ten cents per capita. Not counting books in institutions and public school libraries, each person had one-third of a book at his disposal from public libraries. The total circulation in public libraries was only 6,000,000 books, about two per person. The circulation of library books owned by the schools was approximately 8,000,000 books, about 12 per pupil.

It appears from these facts that the schools have a very definite place in the improvement of the library situation. The children must be taught not only to read, but to continue to want to read after they leave school; and they must be provided with reading material not only while in school, but when they leave school. The library situation has made much progress within recent years. It can be improved, however, and the State public library situation can be improved by the schools.

Elsewhere in this BULLETIN a statement is made with reference to the services provided by the State Department of Public Instruction. It is recognized that this is simply a small service, and that for an improved library condition in this State we must all work together — newspaper editors, State officials, schools, and leaders in all civic organizations. In order to be enlightened we must first enlighten.

From the Field

Consolidation Program — Rowan County Schools

A consolidation program, reducing the number of schools in the Rowan County administrative unit from 100 to 45, has been completed during the past decade. This program was realized as a result of a building program that increased the value of school structures from $832,000 to $1,500,000.

Ten years ago there were 65 white and 35 Negro schools in operation in the Rowan County unit, most of them small and inadequate. The consolidation and building program has made Rowan County one of the best equipped school systems in the State. During the school year 1936-37 consolidation reached its climax when 33 one- and two-teacher schools were consolidated.

There are now 21 white and 24 Negro school buildings in the county unit. Elementary schools are operated at all of the white schools, with nine of them having complete high school training. All of the Negro buildings have elementary grades and four have high school departments. With this program completed, Rowan County's educational system offers the pupils an enriched curriculum and the opportunity to pursue either academic or vocational courses.

School authorities hesitate to attempt to estimate the value of this consolidated school system to the children of the county. They are provided with better educational facilities in every line; vocational agriculture, home economics and industrial departments — impossible in a system composed of small schools—have been installed.

The consolidation program has also relieved the teachers of having to give educational instruction in several elementary grades. They have been able to concentrate their efforts on groups of children of the same age and grade, instead of shifting their efforts from the first to the seventh grade. This has enabled the teachers to accomplish more with the school children in a shorter period of time, thus increasing the efficiency of the school. This increase in efficiency can be attributed directly to the consolidation program; and it might be noted, since this program was initiated, that the rating of the teachers has advanced until all white teachers in the Rowan County administrative unit now hold Class A certificates, and the Negro teachers hold a high rank among other county units with respect to their scholastic training.

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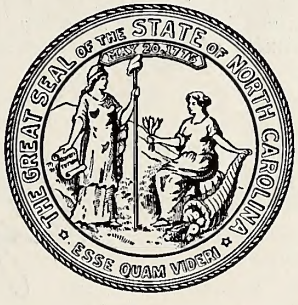
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VOLUME IV N[illegible]7

March, 1940

NORTH CAROLINA

PUBLIC SCHOOL BULLETIN



Issued by the
State Department of Public Instruction
Raleigh, North Carolina

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STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

March 1, 1940

To Superintendents, Principals and Teachers:

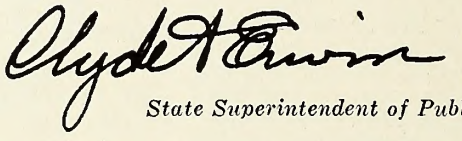
Many of you saw the January number of our publication, STATE SCHOOL FACTS, which gave a discussion of the professional training of the teachers and principals of the State. Figures taken from the official records were presented as the basis of the discussion.

I wonder if you were impressed with these facts. Sometimes I wonder if we really realize what is taking place in public education. Here, the picture was very clear. Within the time space of just fifteen years the average training of all white teachers has improved approximately two and a half years. Within the same period the average training of our Negro teachers has improved three and a half years. The average training of all teachers and principals employed in the State has increased from one year of college training in 1923-24 to three and two-thirds years college training in 1938-39.

To me this is really a significant step forward. It should mean very much in the quality of the instructional service provided by the State. I am sure the thesis that it is far better to have a well-prepared teacher than one who is not professionally trained can be successfully defended.

I wish, therefore, in this BULLETIN to congratulate, not only the teachers themselves in this fine showing, but also the children of the State in having the opportunity of receiving instruction under their guidance.

Very truly yours,



State Superintendent of Public Instruction

This Month's Calendar

10-16—Girl Scouts Anniversary.

14-16—North Carolina Education Association Convention, Raleigh.

17—St. Patrick's Day.

17-23—National Wildlife Restoration Week.

22—Arbor Day.

24—Easter Sunday.

We Point With Pride

To the—

GOLDSBORO CITY SCHOOLS

for their

Radio Program

(See page 8)

This Month's Quotation

If radio's slim fingers
can pluck a melody
From night and toss it over
a continent or sea;
If songs, like crimson roses,
are culled from thin, blue air,
Why should mortals wonder
if God can hear their prayer?

—Ethel Romig Fuller.

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director Division of Publications, Editor*

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Editorial Comment

RADIO AND SCHOOLS

Radio is rapidly becoming one of the most important tools for the quickening and enriching of education. The U. S. Office of Education established a program of radio services including listening programs and scripts four years ago. Many school children in schools and in homes have listened to these programs and have found them very worthwhile from an educational point of view.

The North Carolina Department of Public Instruction has on several occasions sponsored radio programs both for the schools and the general public. The State Superintendent and several members of his staff have presented discussions on topics of public education over State broadcasting stations from time to time. Then, too, several of the larger schools of the State have presented programs of one sort or another, usually musical, over the air.

A number of schools have also provided for a program of regular radio broadcasts. The Greensboro city unit has had a program of this kind for several years, which is broadcast over WBIG, the Greensboro radio station. Last fall the Goldsboro city unit initiated the "Thursday Night Goldsboro City Schools Program" over WGBR, Goldsboro's radio station. Elsewhere in this BULLETIN an account of this program is presented.

"Colorful Carolina" is the title of a series of thirty-four broadcasts planned for classroom use that are now being presented by the Nash County Schools over the Rocky Mount Station WEED. This series of broadcasts cover a wide variety of topics dealing with the study of North Carolina—its history and traditions, its peoples and government, its resources and industries, and its culture and leadership. An outstanding feature of these broadcasts is the appearance of prominent North Carolina personalities on the programs. In order to help the teacher "in preparing the pupils for intelligent listening and in suggesting worthwhile activities as a 'follow-up' of the broadcast," a bulletin outlining the year's program has been prepared by Nash County Schools Radio Council under the direction of Mrs. Eunice Kneece Wolfe, Chairman.

The PUBLIC SCHOOL BULLETIN congratulates the three school units mentioned here upon the work that each is doing in the field of education by means of the radio. Those who have put forth their efforts and time in planning and in organizing these particular programs are also to be commended. The possibilities of radio as a tool for classroom use have not been fully explored. It is believed that from these beginnings radio broadcasting for purely educational purposes will take on new significance in North Carolina.

DUPLICATED SCHOOL PAPERS

In place of our regular "Laws, Rulings and Opinions" column, we are presenting in this number of this paper a list of the school papers issued by the duplicated process. There are 207 of them. Many of them are very fine, indicating a lot of work on the part of those having a part in their publication. Some of them could be improved by following a few suggestions. We wish there were space here to offer constructive criticisms. We hope by next year to increase the BULLETIN in order to have space for offering suggestions for improvement in some school papers, and for commendation of the fine work that is being done by others. In the meantime we wish to thank all those schools that have sent copies of their school papers to the State Department.

EASTER SEALS

Easter will soon be here. And along with it, the little Easter Seals for crippled children to remind us of the crippled boys and girls throughout our State and the entire country who cannot attend school and run and play as normal boys and girls do.



These Easter Seals sell for a penny each. The money raised from their sale is used by the North Carolina League for Crippled Children to help straighten crooked limbs and to help educate and train crippled children so that they may be happy and useful through life.

Truly such a transfiguration of human life is worthy of our support, for only through the cooperation of an awakened public can these modern miracles be performed. What an opportunity there is for us at this Easter Season! Buy Easter Seals!

THE STATE FLAG

In our "North Caroliniana" column for the February, March and April numbers of this publication, we are presenting information concerning the North Carolina flag. The first of these articles, which gave its history and legal origin, was prepared by Mr. H. Arnold Perry of this Department, who is now on leave of absence attending Columbia University. The articles for the March and April editions, which give specific information relative to the dates appearing on the flag, were prepared by Mrs. Mary Peacock Douglas, School Library Adviser of the Department.

It will be noted that on March 9th, the present North Carolina flag will be 55 years old, for it was on that date 55 years ago that the act creating the flag was ratified by the General Assembly.

The BULLETIN takes pleasure in presenting this information about our flag to the schools of the State.

Notes and Announcements

AMERICAN LEGION ESSAY CONTEST

The North Carolina Department of the American Legion will conduct a Statewide essay contest for the high schools of the State this year, it was recently announced by Hugh A. Query, Chairman American Legion Essay Contest, Gastonia.

The simple rules of the contest are as follows:

Subject: "Americanism vs. Conditions in Europe Today."

Eligibility: All high school students are eligible.

Prizes: $25.00, $15.00 and $10.00 for first, second and third best essays submitted in the Statewide contest. Districts and Posts are urged to submit additional prizes to county and school winners. The winning State essay will be published in the Legion News.

Rules: 1. All essays must be limited to one thousand words.

2. Each essay (typewritten and not signed), shall be submitted by the pupil who will attach to a slip of paper on which will be his name, school and address. Essays in each county and each city high school shall be submitted prior to April 5, 1940, to the county superintendent of schools, who shall submit same to a Board of Judges to be appointed by him.

3. The county superintendents of schools shall forward at once the winning essay in his county direct to Clyde A. Erwin, State Superintendent of Public Instruction, Raleigh, North Carolina, who will submit such essays to a final Board of Judges, to be selected by him and Department Commander June Rose, which Board of Judges will announce the prize winners prior to April 30, 1940. The decision of the Board of Judges will be final.

COMMENCEMENT MANUALS FOR 1940

The 1940 Vitalized Commencement Manual issued by the National Education Association is ready for distribution. This 96-page Manual contains summaries of a large number of 1930 programs grouped around a variety of themes, the complete text of several programs, and a selected bibliography.

Send your order to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. Price 50 cents.

NEGRO HEALTH WEEK PUBLICATIONS

For the observance of Negro Health Week, March 31 to April 7, the following publications are available in limited quantities to organizations and agencies, which are planning the community program, from the National Negro Health Week Committee, U. S. Health Service, Washington, D. C.

(1) National Negro Health Week Bulletin.

(2) National Negro Health Week Poster.

(3) National Negro Health Week School Leaflet.

Additional copies may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the following prices: (1) $2.00 per 100; (2) $2.00 per 100; (3) $0.50 per 100.

ARBOR AND BIRD DAY

Arbor Day, according to law, is "the Friday following the fifteenth day of March" which this year is March 22nd. However, if some other day can be observed more conveniently and effectively principals and teachers might well select their own time. For tree planting an earlier date might be preferable.

A schoolroom program could contain a brief address by someone who knows something about planting trees, shrubs, or flowers such as a forest warden, a nursery man, or a garden club member. A class or school contest on listing birds, trees, or flowers of the neighborhood with a prize of a book on the subject given by a local citizen should prove interesting.

An outdoor program might well include the planting of a class tree by the outgoing senior class, with the singing of America, one or two brief recitations and an appropriate short talk.

The object of Arbor Day Observance by the school children of the State is, according to the law, "that they may be taught to appreciate the true value of trees and forests to their State." Appreciation can come only by knowledge, and knowledge largely by observation. Arbor Day exercises can well be a means of stimulating observation of the bird and plant life of the region. For other suggestions, write The State Forester, Raleigh, North Carolina.

NEW POSTAGE STAMPS

The 1940 postage stamp series in honor of 35 Americans who achieved fame in the arts and sciences should give fresh interest to the reading of biography by high school students. These stamps should also stimulate stamp collecting, a worthwhile hobby for encouraging interest in history and geography.

Authors—Ralph Waldo Emerson, Samuel L. Clements (Mark Twain), Washington Irving, Louisa May Alcott, and James Fenimore Cooper.

Poets—Henry W. Longfellow, James Whitcomb Riley, Walt Whitman, John Greenleaf Whittier, James Russell Lowell.

Artists — James Abbott McNeill Whistler, Daniel Chester French, Augustus Saint-Gaudens, Gilbert Stuart, Frederic Remington.

Educators—Horace Mann, Charles W. Eliot, Booker T. Washington, Frances E. Willard, and Mark Hopkins.

Inventors—Alexander Graham Bell, Eli Whitney, Samuel F. B. Morse, Elias Howe, and Cyrus H. McCormick.

Composers—John Philip Sousa, Edward A. MacDowell, Stephen Collins Foster, Victor Herbert, and Ethelbert Nevin.

Scientists — Luther Burbank, Dr. Crawford W. Long, Dr. Walter Reed, John James Audubon, and Jane Addams.

For information about stamps, address the Philatelic Agency of the U. S. Post Office Department, Washington, D. C. Two pamphlets may be secured from this Agency: (1) A Description of U. S. Postage Stamps 1847-1939, price 25c; and (2) a junior edition of the same booklet for 1893-1939, price 10c.

BOOKLET ON COMMUNICABLE DISEASES

In order to secure greater public cooperation for the control of "catching" diseases, the Public Health Service has recently issued a new twenty-five cent booklet entitled "Communicable Diseases" by Dr. A. M. Stimson, Medical Director, U. S. Public Health Service.

This 124-page booklet, distributed by the Government Printing Office, is intended as a source of dependable information primarily for students in high schools and junior colleges and discusses about forty infectious diseases which are considered "the most important for people living in America at the present time to know something about."

Included in the booklet are essential facts on such diseases as chicken pox, common cold, diphtheria, food infections and food poisonings, measles, gonorrhea, infantile paralysis, influenza, mumps, pneumonia, septic sore throat, and whooping cough. This compact little volume also contains a glossary explaining the different terms used and a section of suggestions for teachers.

TWO PRIZE SCHOLARSHIPS

Lincoln Memorial University at Harrogate, Tennessee, is offering as a feature of its fiftieth anniversary celebration two prize scholarships to the high school seniors in the United States who write the best 1,000 word essays on the subject of "A Student Looks at Abe Lincoln in Illinois."

In this contest, which will begin on Lincoln's Birthday and end midnight May 15, 1940, the first prize winner will receive a four-year scholarship covering room, board, and tuition; the second will receive a four-year scholarship covering only one-half of these expenses. In case of a tie for either first or second prize, or both, duplicate scholarships will be awarded. Winners will be announced on Commencement Day, June 3, 1940.

STATE ACADEMIC CONTESTS

The remainder of the subject-matter contests sponsored by the Extension Division of the University, Chapel Hill, will be conducted during March and April. These contests may be participated in by all accredited high schools of the State.

The contests in Physics and Latin were held during February. The dates

for future contests are: Spanish, March 18; French, March 22; and Mathematics, April 26. Schools desiring to enter any of these contests should notify E. R. Rankin, Secretary Extension Division, as follows: Spanish by March 4; French by March 18; and Mathematics by April 18.

CUMULATIVE RECORD FORM

The first printing of the new Cumulative Record form (folder) devised by a committee appointed by Superintendent Erwin last fall has been sent out as samples to the superintendents of the State for criticism. In a letter to superintendents, Supt. Erwin requested that the criticisms be mailed to him by March 5. It is planned that the form and Manual will be revised in the light of the suggestions made, and that an order will be placed immediately for printing a quantity sufficient for the needs of the schools desiring them. It is hoped that these forms will be ready for distribution by April 1, or soon thereafter. Requests for the forms should be made to the superintendents, who in turn will make the official order to the State Department.

FREE CHARTS

Teachers and principals may receive a free chart on "the scientific display of how a fountain pen is made and what makes it work" from L. E. Waterman Co., 140 Thomas Street, Newark, N. J.

PAN AMERICAN DAY

The Pan American Union, Washington, D. C., this year is offering a series of pamphlets, plays and pageants, and lists of songs and musical arrangements for free distribution to teachers and group leaders who are planning to observe Pan American Day, April 14.

This year marks the fiftieth anniversary of the Pan American Union which was founded at the First International Conference of American States. In all of the twenty-one republics of the American continent, April 14 will be observed as the day to commemorate bonds uniting the nations of the western hemisphere.

ESSAY CONTEST FOR NEGRO STUDENTS

The Seventh Annual Negro High School Essay Contest has recently been announced by the National Tuberculosis Association, New York City. There is a choice of two titles for essays: (1) Learn and Live, and (2) My Community—Its Assets and Liabilities in the Control of Tuberculosis. State and national prizes ranging from $25.00 to $2.50 will be awarded the winners. Each essay must not exceed 2,000 words in length and must be submitted to the North Carolina Tuberculosis Association, 439 Nissen Building, Winston-Salem, not later than April 30, 1940.

The Association is conducting a similar contest for Negro college students. Rules and other information concerning these contests may be secured from the North Carolina headquarters of the Association.

M. I. T. SCHOLARSHIP AND SUMMER COURSE

A full tuition scholarship of $600 is available in the field of health education at the Massachusetts Institute of Technology for 1940-41. This scholarship, available to women only, will be awarded in June, 1940, to a candidate recommended by the National Tuberculosis Association. Applications should be made not later than May 15 to the Child Health Service of the National Tuberculosis Association, 50 West 50th Street, New York.

Beginning this year, M.I.T. is also offering "a four summer course in the field of school hygiene, public health and health education, leading to the Certificate in Public Health. Anyone desiring further information about this course should write to Professor C. E. Turner, Massachusetts Institute of Technology, Cambridge, Mass.

EDUCATIONAL HEADLINES

Average Teacher Has Had 3 2-3 Years College Work — Washington NEWS, January 29.

Pensions Study Made on State — Raleigh NEWS AND OBSERVER, February 2.

Commission to Test Eyesight — Marion NEWS, February 1.

3,500 Negro Teachers Convene Here for Session in March — Fayetteville OBSERVER, February 1.

43,037 Lunches Served to Children in Wilkes—Greensboro NEWS, February 3.

School Men Hear Additional Year Discussed Here — Whiteville NEWS REPORTER, January 29.

Teachers Hold Bag in Snowy Weather (Editorial) — Raleigh TIMES, February 1.

Vocational Teachers Holding Conference — Raleigh NEWS AND OBSERVER, January 31.

Teachers Body Plans Meeting—Durham SUN, January 31.

Some Schools Open, Others Delay Starting Up Again — Morganton NEWS-HERALD, January 30.

WPA NURSERY SCHOOLS

More than 500 children from two to five years old were enrolled in eleven white and seven Negro WPA nursery schools, it was recently announced by the Education Division of the State WPA.

These schools, established for underprivileged children, are a part of the WPA Education program. In these schools, those children are initiated into the social life of the community. They learn how to care for themselves, to cooperate by sharing housekeeping responsibilities and many other kinds of experiences in their work and play with each other. Many have an opportunity for the first time to develop their own ideas in play activities.

The nursery school also serves as a laboratory in parent education and thereby enables the nursery school methods to be carried by the parents over into the home situations. Hence, more lasting results are obtained from nursery school experiences as the parents also learn how to work, live and play together in the community with their youngsters.

Various civic, church and patriotic groups supplement the assistance of the WPA and of the local school authorities, the official sponsor for the nursery school. They together provide adequate housing facilities and equipment along with food and medical supplies necessary.

NEW REGIONS OF THE AIR FOR SCHOOLS

The Federal Communications Commission has established a "class of high frequency broadcast stations to be licensed to organized non-profit educational agencies."

The U. S. Office of Education is now assisting school systems and colleges in making applications for these frequencies and supplies advice on problems of equipment, personnel and programming. A free bulletin, *Ultra-high Frequency Educational Broadcasting Stations*, gives detailed information on the value, nature, and methods of operation of a school-owned broadcasting station.

MICHIGAN SCHOLARSHIP

The Michigan College of Mining and Technology, Houghton, Michigan, has announced its 1940 United States scholarship awards. The scholarship remits matriculation fee ($25.00) and tuition fee ($50.00) and is effective for a four-year engineering course. A transcript of the applicant's record should be filled out by the high school principal and filed with the State Superintendent of Public Instruction, Raleigh, N. C. The applicant should be in the upper half of his class and deserving.

FELLOWSHIPS TO NEGRO TEACHERS

Three fellowships for studying health education at the University of Michigan summer session will be offered to Negro teachers and health workers in southern states, it has been announced by Dr. C. Howard Marcy, Chairman of the Negro Committee Program of the National Tuberculosis Association. The fellowships cover transportation, tuition, room and board, and a reasonable allowance for books. The summer session will be held from June 24 to August 3. The N. C. Tuberculosis Association, 439-40 Nissen Bldg., Winston-Salem will receive the applications and submit them to the National Association by March 30 for final selection.

RADIO SCRIPTS

The Radio Script Exchange of the U. S. Office of Education, Washington, D. C., announces its new catalogue which contains listings of about 250 new programs that have been added to the Exchange since the last catalogue was issued. The entire collection of selected scripts now numbers more than 500. They represent sufficient variety in type of subject matter and in method of presentation so that any producing group can find among them patterns for almost any kind of program.

North Caroliniana

DATES ON NORTH CAROLINA FLAG

On the North Carolina flag there are two dates. Each signifies an important event in the history of the State. These two dates are May 20, 1775, and April 12, 1776. The first date was placed on the flag to mark the signing of the Mecklenburg Declaration of Independence.

Regarding the first date there has arisen considerable controversy as to its authenticity. In telling the story of the spirit of independence, this difference of opinion does not affect the story. Suffice it to say that the date May 20, 1775, appears on the flag and that it is recognized that during May 1775 a delegation assembled in Charlotte, Mecklenburg County, presented there certain Resolves, or a Declaration, which were submitted to the Continental Congress assembled in Philadelphia.

The story that during May 1775 a number of men met in Charlotte to hold a county convention is familiar. Tension was in the air over the treatment of the colonies by Great Britain. One day, while the convention was in session, there came a rider from Massachusetts bringing news of the Battle of Lexington. The story added fuel to the flame. A committee was appointed by the convention to draw up resolutions expressing the stand of the group. This declaration was unanimously adopted. After its approval in Mecklenburg County, it was sent by special messenger, Captain James Jack, to the Continental Congress. The story of his ride has been told in a poem by Mary Groome McNinch entitled "The Ride of Captain Jack 1775."

"Come hear the ride of Captain Jack To Philadelphia and back.
John Gilpin never rode as he; Not Paul Revere as you shall see,
Nor Tam O'Shanter's maddest mile Your ear shall from my tale beguile.
'Twas in the year of seventy-five When liberty began to thrive;
The 'Hornets' Nest' was not yet named, Nor 'Esse quam videri' framed.
The fashion was a coat of red, 'God save the King!' forever said;
And be he wrong, or be he right, 'God save the King!' from morn till night.
But men in Mecklenburg there were Who dared King George's wrongs aver;
Here in a house of logs, they broke Their sceptered King's unlawful yoke.
Brave pioneers, with conscious power! They fashioned in that golden hour,
A Nation's cradle of repose.
Outside an eager crowd drew near To give the patriots praise and cheer.

"Then Captain Jack agreed to be The messenger to Congress. See!
His hat they bring, his spurs, his sword, He mounts his horse, a farewell word,
The message safe in hands at last, The street now Tryon called is past,
The stream that skirts the hill is crossed, They see him gain the wood! He's lost
To view, and then they cheer again And echo calls a faint refrain.
What ear could follow fast enough That beat on beat of thudding hoof?
What eye could mark them flashing by The woods, the streams, the changing sky
All day, all day, all day once more Nor half that daring ride is o'er.
No courier of prose nor song E'er yet did ride so fast and long.
Five hundred weary miles he went, And half a score of horses spent
Before the Quaker town he spied, Or rested from his fearsome ride.

"At once our delegates he sought And showed the document he brought,
The President of Congress deemed The act too premature. It seemed
That Jefferson, with wiser eyes, Knew how to use the 'spurious' prize;
And in the mortal page he wrote, Its substance, he, me thinks, did quote;
And thus, though lost to history, The tidings served their end, you see,
Whatever fate the paper met, Its bearer we cannot forget.
James Jack is dead long, long ago, His fame, indeed, shall ne'er be so;
For we will ever tell how he Rode far and well for Liberty."

While the story is familiar, the language of the declaration is not as well known as it should be. It is strangely similar to the language of the more familiar national Declaration of Independence. These are the words of the first three resolutions:

1. "*Resolved*, That whoever directly or indirectly abbetted, or in any way, form, or manner, countenanced the unchartered and dangerous invasion of our rights, as claimed by Great Britain, is an enemy to this country—to America—and to the inherent and inalienable rights of man.

2. "*Resolved*, That we, the citizens of Mecklenburg County, do hereby dissolve the political hands which have connected us to the mother country, and hereby absolve ourselves from all allegiance to the British Crown, and abjure all political connection, contract, or association with that nation, who have wantonly trampled on our rights and liberties—and inhumanly shed the innocent blood of American patriots at Lexington.

3. "*Resolved*, That we do hereby declare ourselves a free and independent people, are, and of right ought to be, a sovereign and self-governing association, under the control of no power other than that of our God and the general government of the congress; to the maintenance of which independence we solemnly pledge to each other our mutual co-operation, our lives, our fortunes, and our most sacred honor.

"A number of by-laws were also added, merely to protect the association from confusion, and to regulate their general conduct as citizens."

(To be continued)

State Museum Circular

AQUARIA FOR SCHOOLS

(Continued)

Make use of local biology. An alert biology department can secure good material in all our school localities. Water should be soft, and may be from clear creek, pond or rain-water. Always avoid sudden changes in temperature when putting in fresh water or when subject to artificial heat. The larger aquarium, more water, is less subject to sudden temperature changes.

To provide additional aeration use plants that grow *under* water. Look for them in still ponds. These also give color and interest to the pool. Water snails, small crayfish, insects, salamanders, small turtles, frogs and other forms that come to the local collector's net are desirable. This leads one to the desired fishes. In local ponds there may be found colorful sunperches, roaches, top minnows, and other small fishes. Size may be regulated according to pool size. If they grow too large they can be removed. If they prey upon one another you have a biological lesson that is driven home. Never handle fish until you have wet the hand first. You can buy or make your collecting nets. A clean bucket full of water is all you need between pond or stream and the aquarium.

Always there are the goldfishes and the showy tropical—more delicate—species which may be purchased. Some neighbor is apt to have a crowded garden pool and plants, snails and fishes to spare. While the ordinary goldfish—Carp family—are hardy the showy tropical species are much less so. They are especially sensitive to temperature. You can teach more local biology with native plants and fishes, with a given amount of effort. Devote effort to identification of both plants and animals. Use explanatory labels. If you should live on the coast you can secure more species and keep a marine aquarium. In buildings with an aquarium of native species of 20 gallons or more you must guard against over-heating as much as freezing.

Feed your fishes and other forms only what they eat clean within five to ten minutes. Keep them on the hungry side. Feed slowly and let them catch it near the surface. Once a day in warm weather and every other day in cold weather will suffice. There are prepared foods sold by dealers. To these may be added ground shrimp, earthworm fragments, fresh scraped beef and small insects. Small white worms (Euchytrae) and small crustaceans (Daphnia) and fresh-water shrimp are fine. Daphnia may be taken from ponds with a fine mesh net, and white worms may be bred in abundance.

(To be continued)

Book Column

NEW BOOKS OF INTEREST*

PRIMARY GRADES

Gale and Van Doren. *A Pony Named Nubbin.* Viking or Junior Literary Guild. $2.00.

Nubbin, a colt, and Sue, the baby sister, had a secret which could not be told until Sue was ready. Third grade pupils will find the story especially pleasing.

Heyneman. *William Wigglewhistle.* Scribner, $1.50.

An oversized nonsense book about a little boy and his tiny puppy in which primary pupils will delight.

Pratt and Meighen. *Long, Long Ago.* Sanborn. 80c.

A delightful collection of folk tales retold in language simple enough for first and second grade pupils. There are illustrations on each page, many in colors.

GRAMMAR GRADES

Blaisdell. *Falcon, Fly Back.* Messner. $2.50.

An outstanding story of medieval life which is filled with action and adventure. Older boys and girls will live the adventures of twelve-year-old Anne, Roland, and Claude.

Emerson. *Pigeon House Inn.* Crowell. $2.00.

A delightful story of the charm and simplicity of life in Normandy to which a mystery has been added.

Leaf. *Fair Play.* Stokes. $1.50.

A most delightful explanation of "the elementary factors in living decently and pleasantly with each other, and the whys of rules, law and government for the common good and happiness."

HIGH SCHOOL

Daugherty. *Daniel Boone.* Viking or Junior Literary Guild. $2.50.

A robust biography of an outstanding pioneer. An oversized picture book with large type written for older readers.

Hoadley and Freulich *How They Make a Motion Picture.* Crowell. $2.00.

The story of motion pictures from the buying of the story to its appearance on the screen is told by a publicity man for Universal Pictures Company, Inc. and is illustrated by a Universal Studio photographer.

Provines. *Bright Heritage.* Longmans. $2.00.

A fairly comprehensive picture of the behind-the-scenes activity in a county library is given in this vocational novel which has an element of romance.

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* Prices subject to discount.

A List of Duplicated Papers

ADNOR, Ronda
A-LUM-I-LITE, Baden
ANSONVILLIAN, Ansonville
ARDMORE TATLER, Winston-Salem
AURELIAN SPRINGS HIGH SCHOOL NEWS, Aurelian Springs
AYCOCK-A-DOODLE-DOO, Greensboro
B. C. T. SPOTLIGHT (Col), Southport
BENHAVEN NEWS, Olivia
BETHEL BOOSTER, Woodsdale
B. H. S. BRIGHT LEAF JOURNAL, Bethel
BISCOE HI-LITES, Biscoe
BLACK AND GOLD, Gibsonville
BLOWING ROCK BREEZEL, Blowing Rock
BOONE HIGH LIFE, Boone
BROADCASTER, Macon
BULLDOG SNAPS, Concord
CALDWELL LIFE, Greensboro
CASTALIA SPOT-LIGHT, Castalia
CENTRAL TIMES, Mooresville
CHALONER ECHO, Roanoke Rapids
CHEERFUL CHILDREN, Orthopedic Hospital, Gastonia
CHOCTAW STUDENT, Chocowinity
C. H. S. EAGLE, Clarkton
C. H. S. ECHO, Chadbourn
C. H. S. NEWS (Col), Winston-Salem
CLEVELAND COUNTY SCHOOL BULLETIN, Shelby
CLIFFSIDE HI-LIGHT, Cliffside
CLYDE SCHOOL NEWS, Clyde
COLLETTSVILLE HI-LIGHTS, Collettsville
CRANBERRY HIGH LIGHTS, Elk Park
CUB REPORTER, Henderson
ECHOES, Angier
ELON HIGH-LIGHTS, Elon College
FAIRVIEW SCHOOL NEWS, Charlotte
FULL-O-NEWS, Durham
GARNER HIGH REVUE, Garner
GREEN HOPE GAZETTE, Apex, Route 1
GREEN WAVE SPOTLIGHT, Williamston
HARRIS HI-LIGHTS, Harris
HAWKINS BULLETIN (Col), Warrenton
H. H. S. COURIER, Harrellsville
HIDDENITE GEM, Hiddenite
HI-LIGHTS, West End
HIGH SPOTS, Mt. Airy
HOKE HIGH LIGHTS, Raeford
HOLLY SPRINGS SCHOOL CHATTERBOX, Holly Springs
JAX-FAX, Jacksonville
JUNIOR GAZETTE, Trenton
JUNIOR MONTHLY, Ayden
KEYHOLE, Mount Pleasant
KINGS CREEK RIPPLES, Kings Creek
KNO-WIT-AWL, Siler City
LA-GAZETTE FRACHISE, Boone
L'ETUDIANT, Valdese
LILESVILLE ECHOES, Lilesville
LIN-SCO, Linden
MERRY HILL TORCHLIGHT, Merry Hill
MONTICELLO HI-LIGHTS, Browns-Summit
MOUNTAIN ECHO, Franklin
MOUTHPIECE, Bessemer
MURPHY SCHOOL NEWS, Murphy
NEWS LETTER, Robersonville
NIK-NAK, Stedman
OLD GOLD AND BLUE, Barnesville
OUR CLASSROOM NEWS-RECORD, Spring Hope
OUR INK, Fayetteville
PEACHLAND HI-LITES, Peachland
PINE NEEDLES, Bethany School, Reidsville
POLKTON AMATEUR, Polkton
POLKTON SCHOOL DAZE, Polkton
PROCONIAN, Chapel Hill
PURPLE AND GOLD, Bessemer City
REFLECTOR, Swan Quarter
ROSE-HILLIAN, Rosehill
SCHOOL LIFE, North Durham
SCHOOL NEWS, Warrenton
SCRIBBLERS SPECIAL, (Central), Fayetteville, Route 1
SEABOARD SCHOOL NEWS, Seaboard
SEAGROVE HIGHLITE, Seagrove
SIXTH GRADE VOICE, Laurel Hill
SMITHFIELD HIGH-TIMES, Smithfield
SMITHSONIAN (Col), Fayetteville
SPENCER HI LIFE, Spencer
TECHNIQUE, Charlotte
THE ACORN, Oakboro
THE A. C. T. S. JOURNAL (Col), Wadesboro
THE A. H. S. NEWS, Atkinson
THE ANDERSONIAN, Burlington
THE BAGPIPE, Wagram
THE BALLS CREEK NEWS, Newton
THE BEACON, Ellerbe
THE BEACON, Enfield
THE BUGLER, Cameron
THE C. H. S. THUNDERBOLT, Clayton
THE CLARION, Rockingham
THE CO-HO-PA (Corinth-Holder), Zebulon
THE CREST, Stanfield
THE CUB, Mount Ulla
THE ECHO, E. Durham
THE ECHO, Sneads Grove
THE ECHO, S. Edgcombe, Pinetops
THE ECHO (Col), Rocky Mount
THE ELK ANTHLER, Elkin
THE FLASH (Col), Burlington
THE FRANKLIN REPORTER (Col), Louisburg
THE GOBBLE, Turkey
THE GRANITE CHIPS, Granite Quarry
THE GUIDE POST, Kings Mountain
THE H. A. S. NEWS, Atkinson
THE HAWKINS HERALD (Col), Warrenton
THE HELENIAN, Timberlake
THE HERRING, Colerain
THE HI COOL, Cleveland, R.
THE HI-Y JOURNAL, Carthage
THE HOLLAND VOICE (Col), Rocky Mount
THE HORNET, Cherryville
THE HUB, Altamahaw
THE HUDSONIAN, Hudson
THE HY-TOWER, Etowah
THE INFORMER (Col), Clarkton
THE JOHN GRAHAM SEER, Warrenton
THE JOHN SMALL SCHOOL NEWS, Washington
THE JOURNAL, Scotland Neck
THE JUNIOR MOUNTAINEER, Lenoir
THE LAFAYETTE NEWS BULLETIN, Kipling
THE LINCOLN HERALD (Col), Lenoir
THE LINCOLN SEARCHLIGHT, Kings Mountain
THE MEBANE SCHOOL PAPER, Mebane
THE MENTOR (Col), Raleigh
THE MESSENGER (Col), Sanford
THE MESSENGER (Col), Washington
THE M. H. S. RUMBLER, Middlesex
THE MIDDLEBURG STUDENT, Middleburg
THE MINIATURE, West Sanford
THE MIRROR, Stovall
THE MOHISCO, Monroe
THE MONTHLY INFORMER (Col), Wilmington
THE MOREHEAD STUDENT, Durham
THE MOUNTAIN TRAIL, Highlands
THE N. L. H. S. NEWS, New London
THE OAK LEAF, Four Oaks
THE ORNACAHI, Oriental
THE OWL, Stokes
THE PACE MAKER, Conway
THE PAMLICOAN, Washington
THE PARKIAN, Mountain Park
THE PILOT, Pilot Mountain
THE PIRATE, Bath
THE PLAINSMAN, White Plains
THE POINTER, Stony Point
THE QUILL, Edneyville
THE RANDLEMAN OUTLOOK, Randleman
THE RECORDER (Central Jr. H. S.)
THE RED ROVER (Allensville), Roxboro
THE REFLECTOR (Col), Lillington
THE RENOCAHI, Reidsville
THE REVIEW, Siler City
THE ROCKET, Flat Rock
THE SAND SPUR, Dudley
THE SANDSPUR, Hamlet
THE SANDSPUR, Maxton
THE SCOOP, Rockwell
THE SCRIBBLERS MAGAZINE, Wilmington
THE SEARCH LIGHT, Winterville
THE SHOALS HIGH SCHOOL TRAIL BLAZER, Shoals
THE SPECTATOR, Landis
THE SPIDER WEB, Orrum
THE SPIRIT OF B. H. S., Belhaven
THE SPOTLIGHT, Creswell
THE STAR, Robersonville
THE SPOT-LIGHT, Hillsboro
THE SPOTLIGHT, Linwood
THE SPOTLIGHT, Pleasant Garden
THE STALEYZETTE, Staley
THE STUDENT ECHO, Lumberton
THE SUMNETTE (Sumner), Greensboro
THE TAR BABY, Morven
THE TICKER (Edgemont School), Durham
THE TIGER, Seaboard
THE TON (Col), Reidsville
THE TORCH (Col), Yanceyville
THE TRAIL BLAZER (Union School), Vale
THE TRI-HIGH NEWS, Caroleen
THE VALMEDIAN, Valmead
THE VOICE OF YOUTH, Snow Hill
THE WACO ECHO, Waco
THE W. C. T. S. MIRROR (Col), Wise
THE WEAVER, Cramerton
THE WE HI (West Edgecombe), Rocky Mount, R.

(Continued on page 8)

From the Field

GOLDSBORO RADIO BROADCASTING

A characteristic of the program of the Goldsboro Public Schools is to accept every opportunity the community offers to give reality to learning. When such an opportunity also aids in interpreting the work of the school to the community, its two-fold potentiality the more readily challenges those concerned. So when Goldsboro's new radio station — WGBR — opened in August, 1939, Goldsboro teachers and students were among its first enthusiastic visitors.

On the eve of the opening of school in September Superintendent Ray Armstrong and his four principals initiated the Thursday Night Goldsboro City Schools Program with pertinent information about the opening of school. This series has continued, acquainting the listening public with the work of various departments in the school.

The management of WGBR has been as eager to help the school people use its facilities as the school people have been to use this new instrument of learning. It has run a wire out to the high school so that broadcasts can originate there; it has accepted several high school boys as apprentice announcers under the Diversified Occupations program; and during the rest of the school year a 15-to-30-minute program will be broadcast each week from the high school during school hours. These broadcasts will encourage student participation in both the speech and the technical phases of broadcasting.

Already with the cooperation of WGBR a number of programs have originated on the stage of the high school auditorium and on the grounds. The first meeting of the Student Association went out over the air last September, at which time President George Simpson introduced Principal J. W. Gaddy, who in turn introduced the new faculty members whose greetings reached an unseen, listening audience. Early in the fall when several biology classes planted a bed of white peonies in memory of Frances E. Willard, the program was broadcasted from the grounds. In November a full evening concert by the Goldsboro High School band in the high school auditorium went out over WGBR. The night of dress rehearsal for the Senior Play—*Smilin' Through*—a scene between two of the principal members of the cast and an interview with the director publicized the play to WGBR's audience. During the fall the broadcasts of two public forums conducted by adult leaders on current issues gave Goldsboro's radio audience another opportunity. Play-by-play accounts of Goldsboro High School football and basketball games have been given enthusiastic fans in a typical sports-commentator manner by two high school boys, John Grant and Charles McGill, with the assistance of a regular WGBR announcer.

The challenge of a critical audience creates a desire to do well whatever type of program is undertaken. The spoken word is taking on a new significance, and a listening community is becoming acquainted with the activities of its public school.

The Unique Function of Education

The American society which education aids in maintaining and improving is by declaration and institutional organization a democratic society.

Education nourishes the underlying values of civilization, which outlast changes in the working rules of government and economy and offer promise of humane reconstruction in time of crisis.

The fundamental laws of each state and of the United States guarantee the freedom of inquiry which education is under obligation to cherish.

American society confronts basic issues at home and in foreign relations, even the fundamental issue of preserving the democratic processes themselves.

Any conception of education that ignores this critical situation is false to its trust. To deal with it constructively requires bold and creative educational leadership.

(From the Publications of the Educational Policies Commission.)

A List of Duplicated Papers

(Continued from page 7)

THE WILDCAT (Vance School), Asheville
THE WOLF, Lincolnton
THE WOODLAND ECHO, Woodland
THE YELLOW JACKET, Selma
TIBER TIMES, Fayetteville
TIP TOP TIDINGS, Barnsville
TORCHLIGHT, Merry Hill
TOWN TALK, Rowland
TRYON HERALD, Bessemer City, R.
UPCHURCH VOICE (Col), Raeford
WACOVIAN, Sugar Grove
WASHINGTON HIGH SCHOOL MENTOR, Washington
WATTS HIGHLIGHTS, Durham
WILKESBORO HIGH LIGHTS, Wilkesboro
WILLISTON HERALD (Col), Wilmington
WILLISTON ECHO (Col), Wilmington
YE HIGH SCHOOL CRIER, Robersonville
YE OLDE ACADEMIE, Pantego

THE WEDGE

A
man
who
does a
little more
work than
he's asked to;
who takes a little
more care than he's
expected to; who puts
the small details on an
equal footing with the more
important ones; he's the man
who is going to make a success
of his job. Each little thing done
better is the thin end of the wedge
into something bigger.

—*Colorado School News.*

From the Office

ADULT EDUCATION

Adult Education is a broad field. Its possibilities are just beginning to be realized. The 1937 legislature provided a $50,000 appropriation for the biennium for adult education. This was increased to $60,000 by the 1939 legislature. This fund is matched dollar for dollar, on request of county and city school units. Such requests this year have exceeded the appropriation by more than $5,000.

Participating units are: Buncombe, Burke, Catawba, Cleveland, Dare, Durham, Gaston, Guilford, Hertford, Mecklenburg, Moore, Orange, Richmond, Robeson, Rowan, Rutherford, Stanly, Swain and Union counties; and Asheville, Kannapolis, Durham, Winston-Salem, Greensboro, High Point, Kinston, Charlotte, Leaksville, Salisbury, Albemarle and Gastonia city units.

Based on the students' purposes and problems, the following phases are at present emphasized:

(1) *Functioning Literacy*—Mastering the three R's as tools for attacking problems and carrying out purposes.

(2) *Homemaking*—Acquaintance in theory and in practice with higher standards of living.

(3) *Family Life Education*—Child development, family and community relationships.

(4) *Home-and-School Cooperation*—Adjustments made by adult education "visiting" teachers of those problems that involve home and school cooperation. (More than 7,000 children were returned to public schools last year through this phase of adult education.)

(5) *Civic Education*—An integral part of every phase of the North Carolina program from the beginning. Increasingly, requests indicate the need for the organization of more forum and other discussion groups.

Other phases, such as academic work of high school level, public speaking, guidance and vocational subjects, have become a part of the program in some places. This is in line with the democratic administration of adult education. Limited by only a few broad governing principles, each local unit is encouraged to decide the particular phases for that community.

Safe driving schools and nursery schools are other phases included in the WPA education program. Present legislation does not permit nursery schools to be part of the State-Aid program. Nursery schools are demonstrating health improvements, personal and group adjustments of little children during most impressionable ages.

Close coordination between the State-Aid and WPA programs prevents overlapping. Both programs are headed up by one State director, Mrs. Elizabeth C. Morriss.

The program is small, but it is demonstrating the value of making education a continuous process throughout life.

R 5 1940

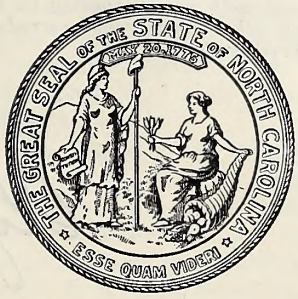
Librarian
N C State Library

VOLUME IV NUMBER 8

April, 1940

NORTH CAROLINA

PUBLIC SCHOOL BULLETIN



Issued by the
State Department of Public Instruction
Raleigh, North Carolina

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STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

April 1, 1940

To Superintendents, Principals and Teachers:

Elsewhere in this issue of the BULLETIN *we are printing some excerpts from the school law with reference to the employment of teachers and principals. I hope that each of you will read very carefully these provisions of the law.*

I wish to call your particular attention to that part of the law which states that "it shall be the duty of such county superintendent or administrative head of a city administrative unit to notify all teachers and/or principals now or hereafter employed, by letter, of his or her election or rejection prior to the close of the school term. . . ." In order for county superintendents to comply with this provision of the law, it will be necessary for district committees, in accordance with section 7 of the School Machinery Act, to act in advance of the notification requirement. The committee, therefore, first elects a principal, who in turn nominates the teachers for election by the committee.

Before this requirement of notification was made a part of the law, certain embarrassing circumstances arose with reference to the reelection of teachers and principals. Strict adherence to this requirement, I believe, will prevent such embarrassment in the future. I hope, therefore, that each person charged with responsibility in this connection will faithfully comply with this and all other legal requirements having to do with the employment of teachers and principals.

Very truly yours,

Clyde A. Erwin

State Superintendent of Public Instruction

This Month's Calendar

1—All Fools' Day.

4—State School Board Association, Chapel Hill.

1-7—Negro Health Week.
Conservation Week.

14—Pan American Day.

14-20—National Garden Week.
Better Homes Week.
Be-Kind-to-Animals Week.

17-19—State Congress PTA, High Point.

We Point With Pride

To the—

KINGS MOUNTAIN CITY UNIT

for its

Course in Bible Teaching

(See page 8)

This Month's Quotation

Courage is the price that life
exacts for granting peace.

The Soul that knows it not,
knows no release

From little things.

—Amelia Earheart.

North Carolina
Public School Bulletin

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L. H. Jobe, *Director Division of Publications, Editor*

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Vol. IV April, 1940 No. 8

All material herein is released to the press upon receipt.

Editorial Comment

BIBLE TEACHING AND RELIGION

There has been in recent months very much said both for and against the teaching of "religion in the public schools." Most of those who have expressed opinions on this subject have not always said what they meant by the term "religion." Whether they meant "religion" or whether they meant Bible teaching, has not been clear.

Elsewhere in this number of the Bulletin is presented an account of an experiment in Bible teaching in the public schools. There are several other instances where instruction of a similar nature is being given. This experiment at Kings Mountain appears to be working very satisfactorily for all concerned. This is perhaps the kind of instruction desired by the advocates of religious instruction in the public schools, that is instruction where the Bible is used as the textbook. There is every reason to believe that where the Bible is taught, even historically, a certain type of religious instruction is also given. On the other hand, it is perfectly possible that the teaching of Bible may not touch the significant and deeper aspects of religion.

The first amendment to the Constitution of the United States says, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, etc." Section 26, Article I, of the State Constitution says, "All men have a natural and inalienable right to worship Almighty God according to the dictates of their own consciences, and no human authority should, in any case whatever, control or interfere with the rights of conscience." Section 1 of Article IX says, "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Clearly our forefathers saw the evils of a State or Established Church and saved us from a State religion when they added the First Amendment. Toleration in religious affairs has been one of the outstanding qualities of the American people. This same idea of separation of church and state is also expressed in the first quotation from our State Constitution given above.

The idea expressed in Article IX of the State Constitution, however, would seem to indicate that "religion, morality, and knowledge" are results to be expected from the establishment of schools. It appears, therefore, that the schools of the State are clearly within the right, as expressed by this basic law of the land, to give instruction in the Bible under arrangements and conditions similar to that in the Kings Mountain schools.

It is not within the ability or scope of this publication to define religion; but to those who advocate religious instruction in the public schools, as well as all others, we offer the suggestion of precept and example as expressed in the following poem:

Best Teachers

I'd rather see a lesson
Than hear one any day.
I'd rather you would walk with me
Than merely show the way.

The eye's a better teacher
And more willing than the ear.
And counsel is confusing;
But example's always clear.

The best of all the teachers
Are those who live their creeds,
For to see good put in action
Is what everybody needs.

I can soon learn to do it
If you let me see it done.
I can watch your hands in action,
But your tongue too fast may run.

And the counsel you are giving
May be very fine and true,
But I'd rather get my lesson
By observing what you do.

—Author Unknown.

NEXT YEAR PLANS

This publication as will be noted is not published during the months of June, July and August. Next month's edition, therefore, will complete the volume for this school year. In view of this fact, we are about ready to make plans for next year. In thinking of our next volume of this paper, we naturally think of our readers. And so we want your opinions as to what is desired in a publication of the type we have attempted to make the Bulletin.

We wish to state that our plan is to add four pages to the present eight, thus making the 1940-41 Bulletin a 12-page paper. This has been decided upon primarily to give more space for the "Notes and Announcements" department. We have also decided to devote two columns to the "Book Column" department, which has been confined to one column this year. Other plans are in the making.

What are your suggestions for making the Bulletin better? Do you like certain departments? Do you want any new departments? In short, what are your criticisms of the Bulletin, and what suggestions do you have for its improvement? Let us hear from YOU.

THE COTTON TRADE JOURNAL

An excellent publication for use in courses on economics is *The Cotton Trade Journal 1939-40 International Edition*, New Orleans, Louisiana, $2.50. This is an annual magazine publication of approximately 150 pages similar in size to *Fortune Magazine*. As its name indicates, it is concerned with cotton and cotton products as they affect living conditions. Since cotton holds so definite a place in the economic life of our State, we should know what is happening on an international scale. The current issue contains an article by Mr. W. Kerr Scott, North Carolina Commissioner of Agriculture. The publication is profusely illustrated with graphs and photographs. School libraries buying the publication should bind it and treat it as a book.

Notes and Announcements

BLASTING CAPS DANGEROUS

An interesting safety lesson can be based on literature recently made available, without charge, to teachers and superintendents. It tells of the dangers to children from playing with blasting caps.

These accidents occur in practically every part of the country, and are caused when children find the caps where they have been left lying carelessly about following blasting operations. About eighty-five per cent of the accidents take place in rural districts.

Illustrated posters and folders are available to teachers, giving full details of these accidents and how to prevent them. It is suggested that superintendents and teachers write to the Institute of Makers of Explosives, 103 Park Avenue, New York City, for copies suitable for bulletin board display or for use in safety classes.

CONTEST TO NAME 50 GREATEST SOUTHERN BOOKS

The Southern Literary Messenger, Richmond, Virginia, will make the following awards for the best selections of the *Fifty Greatest Southern Books* received before June 1, 1940:

Grand Prize: $50.00 cash and honorary Fellowship in the Society of the South.
Four First Prizes: Set of ten of the foremost Southern Books.
Twenty-five Second Prizes: Annual subscription to *The Southern Literary Messenger.*
Fifty Honorable Mention Awards: A bust of Edgar Allen Poe.

The rules of this contest are as follows:

1. Just write the titles of fifty Southern books that you think are the greatest in order of your choice on any sheet of paper. Write the name of the author beside each.
2. Print or write plainly your name and address at the bottom of the list.
3. Mail to: Fifty Greatest Southern Books, The Southern Literary Messenger, 109 East Cary Street, Richmond, Virginia.
4. You may enter as an individual, as a school class (if entering as a class give name of teacher and school), as a school (give name of principal and school), or as a society (give name of president).
5. The contest is open to any one or any organization in the South, except the employees of *The Messenger* and their families.

The awards will be first announced in the July issue of *The Southern Literary Messenger.*

WPA SAFE DRIVING SCHOOLS

The February report of the WPA Safe Driving Schools show that 4,107 North Carolina drivers of automobiles have satisfactorily completed the prescribed course in Safe Driving. During the past month four new Safe Driving Schools—one each in Albemarle, Monroe, Concord and Hickory—have been organized. The North Carolina WPA program now has eleven white and one Negro schools of this kind in successful operation.

The North Carolina program was given national recognition during February, according to the St. Louis press. During the annual meeting of the American Association of School Administrators, which held its meeting in St. Louis, February 24-29, the Safe Driving Schools of North Carolina were used to illustrate unusual practice in safety education. This plan was contained in a report of safety education methods in use throughout the United States. In the North Carolina course, which is sponsored by the Highway Safety Division, Revenue Department, with WPA assistance, students receive 34 hours of instruction during the three weeks they are enrolled. Twenty hours are given to the study of motor vehicle laws and the mechanics of automobiles, and fourteen hours to the actual operation of cars.

The table of statistics given below is a summary of the work of the WPA Safe Driving Schools from July, 1938, to January 31, 1940. These schools have been operated under the direction of Lt. Thomas A. Early, Highway Safety Specialist of the WPA Education Section.

	Total Units	*Enr. to Date*	*Grad. to Date*	*% Grad. Male*	*% Grad. Female*	*Aver. Age*
WHITE:						
Asheville	14	591	449	24	76	25
Charlotte	4	133	87	49	51	23
Durham	13	491	347	40	60	21
Fayetteville	16	437	316	19	81	27
Goldsboro	6	166	98	18	82	22
High Point	18	576	420	13	87	23
New Bern	5	187	140	32	68	21
Raleigh	25	861	666	66	34	20
Reidsville	3	57	40	38	62	19
Wilmington	12	491	355	21	79	24
Winston-Salem	25	1,091	784	25	75	24
Special Classes	5	193	193	69	31	33
Total	140	5,274	3,895	35	65	23
NEGRO:						
Fayetteville	3	156	124	15	85	25
New Bern	3	141	113	29	71	30
Raleigh	15	713	478	31	69	23
Winston-Salem	3	161	119	22	78	26
Total	24	1,171	834	25	75	26
GRAND TOTAL	170	6,445	4,729	30	70	24

PARADE OF PENNIES FOR CHURCH RESTORATION

"A Parade of Pennies" is now being conducted to restore St. Thomas Church, Bath, oldest church building in North Carolina, to its original state. The present building was constructed in 1734 of brick said to have been brought from England. It contains many historical relics including three-branch candlesticks, said to have been given by Queen Anne, a large Bible printed in London in 1703, and a bell cast in London in 1732.

The restoration program includes repairs on the church, a colonial garden surrounded by a ballast rock wall, and other restoration work of historical interest. The tall bell tower will be added to the front of the edifice, and a slave gallery will be reconstructed. Under the "Penny Parade" plan each person in the State may send to their school or civic organization the amount they wish to give, and it will be forwarded to the "St. Thomas Restoration Fund" at Bath. School children desiring to participate in this project may bring their pennies to the teacher, who in turn will turn them over to the chairman of the committee appointed to handle such funds in the community.

MUSIC CLUBS STRESS MUSIC IN SCHOOLS

During the current school year, the North Carolina Federation of Music Clubs has put particular stress on music for the children in the public schools of the State. In a recent letter sent out by Mrs. Charles G. Gulley, Cullowhee, chairman of the Department of Public School Music, to "Club Friends," it was stated that as a result of club activities "a stronger interest in music from our superintendents all over the State" was evident. "It is probably our best victory scored," Mrs. Gulley further stated, "when we get them to feel that music in schools is not simply a luxury and pleasure but an absolute necessity. Won't you make it a point to see that your school at least has music appreciation taught even if you have no special music teacher? This is not difficult in this day and time of inexpensive victrolas and almost universal radios."

BUSINESS SCHOOLS

Solicitors for business schools in North Carolina must show license card issued by the State Board of Commercial Education, it was stated in a recent letter sent to superintendents and principals by T. E. Browne, Secretary of the Board, and J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction. This license card carries the name and picture of the solicitor and the name of the institution which he represents.

The 38 business schools and colleges licensed to operate in this State are given below. A list of the 78 licensed solicitors for these institutions may be secured from the Secretary of the Board.

Ashmore Business College, Thomasville
Blanton's Business College, Asheville
Bryce Commercial College, High Point
Burlington Business College, Burlington
Candler System Company, Asheville
Carolina Business School, Charlotte
Carolina School of Commerce, Rocky Mount
Cecil's Business College, Asheville
Charlotte Commercial College, Charlotte
Comptometer School, Charlotte
Croft Secretarial and Accounting School, Durham
Draughon Business School, Winston-Salem
Durham College of Commerce, Durham
Fuller's (Mrs.) School of Stenography, Oxford
Gastonia Business College, Gastonia
Geyer Business College, Charlotte
Guilford Business College, High Point
Hardbarger's (Miss) Secretarial and Business School, Raleigh
Henderson Business College, Henderson
Hoyle's Secretarial School, Raleigh

Ideal Shorthand School, Winston-Salem
Jones Business College, High Point
Kennedy's Commercial School, Durham
King's Business College, Charlotte
King's Business College, Greensboro
King's Business College, Raleigh
Manteo Business College, Manteo
Mott's (Mrs.) Secretarial School, Wilmington
McClung's Business College, Greensboro
National School of Commerce, Charlotte
Newton Business College, Newton
Price's (Miss) Secretarial School, Charlotte
Raleigh School of Commerce, Raleigh
Salisbury Business College, Salisbury
Sanford Business College, Sanford
Tilgham Business College, Weldon
Weller Stenographic Studio, Asheville
Worth Business College, Fayetteville

NATURAL SCIENCE RADIO PROGRAM

"How do you know" is the title of a series of radio dramatizations sponsored by the Field Museum of Natural History, Chicago, and presented each Thursday from 2:00 to 2:30 P.M. over the NBC Blue network.

Little-known stories about familiar phenomena and others which touch upon the more remote regions of human curiosity are recounted. Among the topics for broadcast are the following:

How do you know the names of plants you have never seen before?
How do you know which insects are helpful to mankind?
How do you know where the Indians came from?
How do you know when the cliff houses were built?
How do you know that whales are not fishes and bats are not birds?
How do you know the history and origin of the Rocky Mountains?
How do you know that Irish potatoes are not Irish?
How do you know that birds return to the same place year after year?
How do you know the habits of pre-historic animals?
How do you know how pre-historic people lived?

PUPIL PROMOTION

What are your standards for promoting pupils? Do you base your "promotion of pupils" entirely upon his marks or yearly grades, or do you use some other criteria?

The State Department has prepared "A sheet (IS153) for compiling information concerning the present equipment and growth of the individual pupil which should be helpful in making fair and just classification and promotions at the end of the year's work." This sheet gives the following items as bases for pupil promotion: (1) Attendance, (2) Achievement in subject matter including interest and participation in classroom and school activities, daily grades, and formal and informal tests, (3) Rate and extent of progress, (4) Health and physical growth and maturity, (5) Attitudes, habits and appreciations, (6) Social and personal assets, and (7) General ability and maturity. A copy of this sheet may be secured from the Division of Instructional Service, Department of Public Instruction, Raleigh, N. C.

In this connection the following poem by a teacher in the Warsaw Public School, is apropos:

SHALL WE PROMOTE JOHNNY

The question before the house
Is Johnny's promotion;
(Bet if we don't it'll
Cause a commotion).

Consider his interest
And his participation
In classroom activities;
Also his recitation.

Think of his progress
And his physical health;
His attitudes and habits
Are untold wealth.

Think of it all
And then let him pass,
That is—if you want
Your job to last.

—BILL BOONE.

PRE-SCHOOL CLINICS—THE ORDER OF THE DAY

Springtime is here! And with it comes the school beginner to spend the day at the school he is to attend next year. A visit to the primary schools in North Carolina affords the opportunity to see hundreds of little boys and girls at the school for perhaps the first time, and there to gain an introduction to school life and to secure information, along with their parents who attend them on this interesting venture, about how to get ready to enter school next fall.

The program for the "Beginner's Day" in the schools includes—

1. A visit to the first grade room
2. A mid-morning lunch
3. A physical examination

For a detailed plan of organization of the program see pages 146-148 in Publication 206, Handbook for Elementary and Secondary Schools, 1938.

An important factor in the success of the pre-school clinic is that of securing one hundred per cent of school beginners in attendance. A second important factor is that of recording the findings of the physical examinations of each child on cards provided for this work and filing duplicate copies in the office of the school principal.

COLORADO SCHOOL OF MINES SCHOLARSHIP

The Colorado School of Mines offers for the academic year 1940-41 one undergraduate scholarship to North Carolina upon the proper recommendation of the State Superintendent of Public Instruction. This scholarship exempts the holder from the payment of laboratory and tuition fees, an average of approximately $300 per year, but does not include exemptions from matriculation, graduation, student fees and certain fees in geophysics. The scholarship does not apply to Field and Summer School courses.

The School of Mines offers courses leading to degrees in mining engineering, metallurgical engineering, geological engineering, and petroleum engineering. Elective courses are also offered in fuel engineering, geophysics, and the production and utilization of cements, refractories, clays and other non-metallic minerals.

In order to qualify for the scholarship offered the applicant must fulfill the follwing requirements:

(1) He must receive the recommendation of his Superintendent of Public Instruction. This recommendation should be addressed to the President's office, Colorado School of Mines, and must be received by August first. (2) The applicant must satisfy the Colorado School of Mines entrance requirements as specified in the catalog. (3) He must show a scholastic standing in the upper tenth of his high school, preparatory or college classes. (4) He must be a new student or a student not in attendance at the School of Mines at the time of application for the scholarship. (5) He must be a bona fide resident of the State from which he is recommended for the scholarship.

Applicants should be vigorous, both mentally and physically, and should possess character, courage, energy, determination, and the ability to think clearly. Specifically, they should possess an aptitude for engineering.

"NEXT STEP IN EDUCATION"

The State School Board Association and the State PTA convention, each has selected "Next Steps in Education" as the theme of this year's annual meeting.

The fourth annual meeting of the School Board Association will be held in Chapel Hill on Thursday, April 4. Mr. H. E. Stacy, president of the Association, and Dr. Howard Dawson, National Education Association, Washington, will be the principal speakers. The legislative program will be presented for adoption by the group. Superintendents, principals, school board members, and school committee members are invited to this meeting.

The twenty-second annual State Congress of PTA's meets in High Point, Sheraton Hotel, on April 17-19. Outstanding speakers have been invited to present various phases of the program. All members of local associations are members of the State and national organization, and are urged to attend the convention to be held this year.

THE SCHOOL LIBRARIAN

The school expects six things of the school librarian:

(1) Making the library a workshop for pupils.
(2) Instructing pupils to utilize the library as a workshop.
(3) Keeping teachers fully informed of the latest professional literature.
(4) Participating actively in curriculum revision.
(5) Providing a room, an alcove, or a corner for leisure reading.
(6) Administering the school library on the theory that it is an agency of instruction rather than a repository of books.—Lester A. Williams, Professor of Education, University of California.

North Caroliniana

DATES ON THE NORTH CAROLINA FLAG

(*Continued from last issue*)

The two dates on the North Carolina Flag are May 20, 1775, and April 12, 1776. The story of the first date appeared in the March issue of this publication. The second date marks the day on which the Halifax Convention empowered the North Carolina members of the Continental Congress to concur with the delegates of the other colonies in declaring independence.

A little more than a year after the Mecklenburg Declaration was prepared, an equally significant document was drawn up, approved, and dispatched to the Continental Congress from the North Carolina Provincial Congress then in session at Halifax. Between the times of the Mecklenburg Declaration and the Mecklenburg Resolves in 1775 and the Halifax Convention in April 1776, many things had occurred in the colonies that roused the sentiment of the people against the tyranny of Great Britain. The spirit of rebellion was fast becoming one of revolution leading to independence. The Battle of Moore's Creek Bridge perhaps crystalized the sentiment in this colony to such extent that at the meeting of the Provincial Convention in Halifax on April 4, 1776, the feeling for independence ran high. Samuel Johnston, President of the Halifax Convention, expressed the general feeling when he said, "All our people here are for independence." This was indeed a brave declaration when it was known that British troops were even then being brought to the Cape Fear. A committee of seven men, Cornelius Harnett, Abner Nash, Thomas Burke, John Kinchen, Allen Jones, Thomas Jones, and Thomas Person, were appointed to report on England's conduct toward the colonies. On the 12th day of April 1776, the committee was ready to report. This report which was "the first authoritative, explicit declaration, by more than a month, by any colony in favor of full, final separation from Britain," was unanimously adopted. The report of the committee, read by Cornelius Harnett, said, "It appears to your committee that pursuant to the plan concerted by the British ministry for subjugating America, the king and Parliament of Great Britain have usurped a power over the persons and properties of the people unlimited and uncontrouled; and disregarding their humble petitions for peace, liberty, and safety, have made divers legislative acts, denouncing war, famine and every species of calamity against the continent in general: the British fleets and armies have been and still are daily employed in destroying the people and committing the most horrid devastations on the country: that governors in different colonies have declared protection to slaves who should imbrue their hands in the blood of their masters: that the ships belonging to America are declared prizes of war, and many of them have been violently seized and confiscated. In consequence of all which, multitudes of the people have been destroyed, and from easy circumstances reduced to the most lamentable distress.

"And whereas the moderation hitherto manifested by the united colonies and their sincere desire to be reconciled to the mother country on constitutional principles, have procured no mitigation of the aforesaid wrongs . . . and no hopes remain of obtaining redress by those means alone which have been hitherto tired, your committee are of the opinion that the house should enter into the following resolve, to wit:

"*Resolved*, That the delegates of this colony in the continental congress be empowered to concur with the delegates of the other colonies in declaring independency, and forming foreign alliances, reserving to this colony the sole and inclusive right of forming a constitution and laws for this colony, and of appointing delegates from time to time (under the direction of a general representation thereof), to meet the delegates of the other colonies for such purposes as shall be hereafter pointed out."

Not long after the Halifax Convention, the delegates from the colonies to the Continental Congress voted on July 4, 1776, to adopt the Declaration of Independence, of which Thomas Jefferson was the author. Jonathan Mitchell Sewell has written a poem, "On Independence," to commemorate this independence. It is so applicable to the North Carolina situation that it is quoted here.

"Come all you brave soldiers, both valiant and free,
It's for Independence we all now agree;
Let us gird on our swords and prepare to defend
Our liberty, property, ourselves and our friends.
In a cause that's so righteous, come let us agree,
And from hostile invaders set America free,
The cause is so glorious, we need not to fear
But from merciless tyrants we'll set ourselves clear.

"Heaven's blessing attending us, no tyrant shall say
That Americans e'er to such monsters gave way,
But fighting we'll die in America's cause
Before we'll submit to tyrannical laws.
George the Third, of Great Britain, no more shall he reign,
With unlimited sway o'er these free states again;
Lord North, nor old Bute, nor none of their clan,
Shall ever be honor'd by an American.

(*Continued on page 8*)

State Museum Circular

AQUARIA FOR SCHOOLS

(*Continued*)

Use a glass tube siphon to remove debris and excess food. It is best to get the pool set and underwater plants growing a few days ahead of introducing fish. Add any new water with a small stream from elevation so that it takes air with it. A weathered log or rock provides an exit and resting place for salamander, turtles, etc.

Diseases in aquaria may be detected by watching. The fins of a sick fish tend to droop rather than fan out to normal positions. The best treatment is a special bath in a separate vessel. Two tablespoonfuls of rock salt or ten drops of 2% mercurochrome solution in one gallon of water are recommended. Bathe from two to twenty-four hours in these separate containers.

For additional information there are firms dealing in aquaria and supplies such as:

General Biological Supply House, 761-763 East 69th Place and Hans Jensen Manufacturing Co., 2855-2857 N. Rockwell St., both in Chicago.

The U. S. Bureau of Fisheries, Washington, D. C., has pamphlets and circulars giving information as well as lists of books and periodicals.

WHALES AND WHALING

Since the State Museum has recently secured from our coast another species of whale to add to our exhibits now representing five species, it is appropriate to consider this subject.

This latest find came on the Hatteras Beach—March 4—at Gull Shoal Station. It was an adult female, slightly more than 17 feet long, and weighing an estimated 2600 pounds.

The head, tail, flippers and other needed parts were brought to Raleigh for detailed reproduction in order to make a replica of the whole whale for exhibit. The skeleton will be cleaned and assembled for an associated exhibit. Of further interest is the fact that an unborn calf whale —7 feet long—was brought in to be reproduced for exhibit and to serve for research purposes. Such detailed exhibits may require a year for preparation.

From studies of Zoology one learns that whales are warm blooded mammals with mammary glands and other characteristics of that group of animals. Porpoises and true dolphins are in this group. Their life in the seas has led to adaptations in form such as horizontal flukes for swimming and the heavy protective coating of fatty tissue or blubber.

A whale "fishery" existed on our coast at Cape Lookout and Shackleford Banks up to the close of the past century. This was a seasonal industry which killed the whales as they migrated along our coast in the spring. Competitive oils and waxes—with a lessened demand for "whalebone"—for corset stays and buggy whips—brought an end to this "fishery."

Book Column

ONE-VOLUME REFERENCE BOOKS

Information about one-volume general reference books has been requested several times recently. Four such books which have proved useful and satisfactory are described for use of prospective purchasers. The titles are arranged alphabetically.

1. *Columbia Encyclopedia.* Columbia University Press, New York City, 1935. 1949 pages. $17.50. Available also from P. F. Collier and Son, New York City, to schools, $15.75.

   A comprehensive, reliable one-volume reference book arranged alphabetically and containing brief articles on about 52,000 topics, including art, science, biography, geography, history, engineering, literature, transportation, etc.

2. *Lincoln Library of Essential Information.* Frontier Press, Buffalo, N. Y., 1937. 2174 pages. $15.50.

   A most important one-volume reference book arranged in twelve large divisions: English Language, Literature, History, Geography, Science, Mathematics, Economics and Useful Arts, Government and Politics, Fine Arts, Education, Biography, Miscellany. A *very* full index makes the contents readily available. Answers to obscure information can usually be found in this book.

3. *Modern Encyclopedia.* Wm. H. Wise and Co., 50 W. 47th St., New York City, 1937. 1327 pages. $3.00.

   An inexpensive but very useful one-volume reference book alphabetically arranged and covering about 22,000 topics briefly. Biographical, historical, scientific, and critical information is given. Valuable for quick, brief reference.

4. *Volume Library.* Educator's Association, 307 Fifth Ave., New York City, 1939. 2422 pages. $11.75-$17.75, depending on binding.

   This one-volume reference book has been greatly revised and the new edition is much superior to the earlier ones. The book is divided into sixteen main sections: Education, Kindergarten, Language and Grammar, Literature, Geography, History, Mathematics, Science, Physiology and Hygiene, Government and Law, Biography, Industry and Trade, Multiplex Dictionary, Fine Arts, Useful Miscellany, and Atlas. A very full index is used for locating specific information. While most of the facts appear to be accurate, occasionally inaccuracies creep in, such as the information on page 512 that branches of the University of North Carolina are "located at Greensboro, Durham, and Chapel Hill." Some index items refer to very inadequate information, such as the citation to North Carolina Education. The volume will, on the whole, however, prove useful for brief reference information.

Laws, Rulings and Opinions

SCHOOL MACHINERY ACT; INTOXICATING LIQUOR

Reply to Inquiry: I have your letter of January 4, enclosing a letter from Mr. ————, Superintendent of the ———— City Schools, wherein he inquires as to what disposition should be made of the proceeds derived from the sale of confiscated tax paid liquor under the provisions of Chaper 12 of the Public Laws of 1939.

This chapter provides that any tax paid liquor seized and confiscated may be given to hospitals for medicinal purposes, or sold to legalized Alcoholic Beverage Control stores in this State, and the proceeds received therefrom shall be placed in the school fund of the county wherein such seizure was made.

This office has formerly held that the proceeds derived from the sale of such confiscated whiskey is a "forfeiture," and, under the terms of the School Machinery Act, Section 9, all fines and forfeitures go to the expenditure designated as "Maintenance of Plant and Fixed Charges." Of course, "Maintenance of Plant and Fixed Charges" are current expenses and under Section 15 of the School Machinery Act, ". . . all county-wide current expense school funds shall be apportioned to county and city administrative units and distributed monthly by the county treasurer to each unit located in said county on a per capita enrollment basis. . . ."

I think that Mr. ———— is correct in his interpretation as to what disposition should be made from the proceeds derived from the sale of such liquor. —Attorney General, January 6, 1940.

TEACHER EMPLOYMENT

Any teacher or principal desiring election as teacher or principal shall file his or her application in writing with the county or city superintendent of schools.

It shall be the duty of such county superintendent or administrative *head of a city administrative unit to notify all teachers and/or principals now or hereafter employed, by letter, of his or her election or rejection prior to the close of the school term subject to the allotment of teachers* made by the State School Commission; acceptance of employment to be made in writing within ten days after notification of election: Provided, further that principals and teachers desiring to resign must give not less than thirty days notice prior to opening of school in which the teacher or principal is employed to the official head of the administrative unit in writing. Any principal or teacher violating this provision may be denied the right to further service in the public schools of the State for a period of one year unless the county board of education or board of trustees of the administrative unit where this provision was violated waives this penalty by appropriate resolution.

In the employment of teachers, no rule shall be made or enforced which discriminates with respect to the sex, marriage, or nonmarriage of the applicant.—1939 Machinery Act, Section 12.

The district committee shall elect the principals for the schools of the districts, subject to the approval of the county superintendent of schools and the county board of education. *The principals of the districts shall nominate* and the *district committees shall elect the teachers for all the schools of the districts,* subject to the approval of the *county superintendent of schools and the county board of education.*

The distribution of the teachers between the several schools of the district, shall be subject to the approval of the county board of education. In the event the local school authorities herein provided for are unable to agree upon the nomination and election of teachers, the county board of education shall select the teacher or teachers, which selection shall be final for the ensuing school term. *All principals and teachers shall enter into a written contract upon forms to be furnished by the State Superintendent of Public Instruction before becoming eligible to receive any payment from State funds.* It shall be the duty of the county board of education in a county administrative unit, and *of a governing body of a city administrative unit, to cause written contracts on forms to be furnished by the State to be executed by all teachers and principals elected under the provisions of this Act before any salary voucher shall be paid.* —1939 Machinery Act, Section 7.

At its first regular meeting in April, or as soon thereafter as practicable, *the board of trustees, or other governing board of a city administrative unit, shall elect principals, teachers, and other necessary employees of the schools within said unit on the recommendation of the city superintendent.*—1939 Machinery Act, Section 6.

From the Field

BIBLE TEACHING IN KINGS MOUNTAIN SCHOOLS

The Kings Mountain administrative unit offers a course in Bible. Classes are provided for pupils enrolled in the sixth and seventh grades and for high school students. This instruction in the Bible is elective—no pupil takes the course unless he desires it. One unit of credit is given to those high school students, who successfully pass the work required in the course.

The outline of work specified for the course consists of certain selections from the Bible and the treatment is both historical and interpretative. Controversial subjects, however, are not presented. Questions of a controversial nature raised by students are referred by the teacher to the pastor of the church which the student favors.

One full-time teacher of Bible is employed. This teacher is paid by the churches and service clubs of the city. She is receiving this year a salary a little above the regular State salary schedule.

The service clubs and churches of Kings Mountain, before school opened, pledged sufficient funds to take care of this work. A committee was appointed to represent these organizations and given the privilege of making recommendations to the Superintendent of Schools as to the teacher to be employed. The Superintendent in turn recommended the teacher to the Board of Education. Therefore, the teacher is in reality elected by the Board of Education upon the recommendation of the Superintendent; she meets all State certification requirements and is controlled by the school as all other teachers. On the other hand, the teacher has to be one which the committee, representing the supporting organizations, also approves. The money for this project is sent to the school and paid out through the school office. This arrangement gives the school control of the teacher, as well as insures the teacher being acceptable to the supporting organizations.

According to Supt. B. N. Barnes, this department is very popular with the students of the Kings Mountain schools. "So far," he says, "no one has objected to the course. All pupils are anxious to get the course sometime during their school career. It is believed that Bible teaching here is meeting a great need."

I Love to Teach

I do not know that I could make it clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle; it is a passion. I love to teach.

I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it without realizing much more than his limitations and mistakes, and his distance from the ideal.

But the main aim of my happy days has been to become a good teacher, just as every architect wishes to be a good architect and every professional poet strives toward perfection.

—WILLIAM LYON PHELPS.

COLOR PLATES AVAILABLE

A number of separate color pictures from the National Geographic Magazine may be obtained from the National Geographic Society for educational use. The pictures are available in packets of 48 sheets and 96 sheets at 30 and 50 cents a packet respectively. Color pictures of the United States, Central America and the Caribbean countries, South America, Europe, Asia, Africa, Australia, natural history subjects, the circus, flags and Indians are included in the list of subjects. A list of these subjects and a blank for ordering may be obtained from The National Geographic Society, School Service, 16th and M Street, Washington, D. C.

PICTURES OF TRAINS

A forty-page booklet showing pictures of trains, old-time and streamlined, types of engines and freight cars, and other railroad equipment, with simply worded descriptions, has been prepared by the Union Pacific Railroad. For a copy, write to the Women's Travel Department, Union Pacific Ticket Office, Sixth and Olive Streets, Los Angeles, California. The booklet is free.

DATES ON NORTH CAROLINA FLAG

(*Continued from page 6*)

"May Heaven's blessing descend on our United States,
And grant that the union may never abate;
May love, peace, and harmony ever be found,
For to go hand in hand America round.
Upon our grand Congress may Heaven bestow
Both wisdom and skill our good to pursue;
On Heaven alone dependent we'll be,
But from all earthly tyrants we mean to be free."

From the Office

VOCATIONAL AGRICULTURE

The Department of Vocational Agriculture is a part of the Division of Vocational Education of the State Department of Public Instruction. The department of vocational agriculture, with its staff of eight supervisors, directs the program for teaching vocational agriculture in 410 rural high schools located in as many communities in 89 counties with over 34,000 persons enrolled in instruction in agriculture. Of the enrollment, about 20,000 are high school students, 10,000 evening class or adult students, and 4,000 out-of-school boys. Sixty-three of the departments are for Negroes while 347 are for whites.

The supervised farm program is the laboratory practice of the students in vocational agriculture and the farm shop is a part of the State program. The Young Tar Heel Farmer organization, made up of students taking vocational agriculture, is one of the State's most potent agencies for developing leadership, self-reliance and initiative.

The Department of Vocational Agriculture does the following:

1. Supervises the 410 high school departments to see: (a) that classrooms, shops and equipment meet the standard; (b) that instruction in all types of classes for high school students, adults and out-of-school boys is of a high grade; and (c) that the home practices or project program is adapted to the needs of the boy and farm, and meets the requirements.
2. Approves and signs contracts for individual schools to receive State and Federal monies.
3. Recommends the appointment and election of teachers of agriculture.
4. Supplies pamphlets and bulletins on the teaching of vocational agriculture.
5. Furnishes blueprints of vocational agricultural buildings and their equipment.
6. Furnishes material on vocational agriculture to the press.
7. Holds professional conferences.

The staff of the Vocational Agricultural Department of the Division of Vocational Education is: T. E. Browne, Director of Vocational Education, Raleigh; Roy H. Thomas, State Supervisor of Vocational Agriculture, and R. J. Peeler, Assistant State Supervisor of Vocational Agriculture, Raleigh; E. N. Meekins, District Supervisor, Raleigh; N. B. Chesnutt, District Supervisor, Whiteville; J. M. Osteen, District Supervisor, Rockingham; A. L. Teachey, District Supervisor, Pleasant Garden; Tal H. Stafford, District Supervisor, Asheville; and S. B. Simmons, State Supervisor of Negro Teachers of Agriculture, Greensboro.

MAY 8 - 1940

NORTH CAROLINA STATE LIBRARY

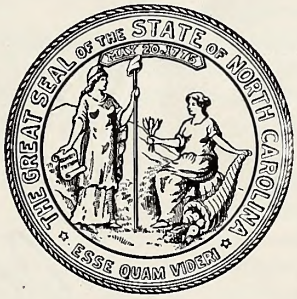
C. C. Crittenden Historical Commission

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NORTH CAROLINA

PUBLIC SCHOOL BULLETIN



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STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

May 1, 1940

To Superintendents, Principals and Teachers:

It has recently come to my attention that certain persons are offering for sale to teachers sets of books which are claimed to be desirable as an instructional aid. Agents for such sets of books, which usually sell for $59.50, frequently offer one of the following as inducements to purchase: free looseleaf service or annual supplements, free subscription to several popular magazines, or the gift of a set of some standard author's works, and yearly long-term payments. A part of the contract where the purchaser agrees to accept the books and pay a certain stipulated price, is usually in fine print; and the books cannot be returned after examination by the teacher.

If a teacher decides, after having made part payment on the books, that they do not come up to her expectations and returns the set, she will get a letter something like this: "I am instructing my corresponding attorney in your county to bring action in the court there for judgment in the full amount of this claim plus court costs and a collection fee to be added to the bill. This will be done at once." Or "Should it be necessary to sue you, no monthly payments will be accepted and I shall expect settlement in the full amount plus collection fee and court costs. You will save yourself embarrassment of this suit being made a matter of public record by wiring or writing, special delivery, etc."

In view of the prevalence of this type of salesmanship in the schools, and especially during the summer months with prospective teachers, I wish to suggest that superintendents and principals make an announcement to the teachers concerning the matter.

Above all else, "Don't buy without investigating." If in doubt, the teacher should write this Department concerning sets of books suitable for classroom use or for the teacher's professional use.

Very truly yours,

Clyde A. Erwin

State Superintendent of Public Instruction

This Month's Calendar

1—May Day and Child Health Day.
5—Bird Day.
5-11—National Music Week.
10—Memorial Day.
12—Mother's Day.
26-31—National Poetry Week.
26-31—American Library Association Convention, Cincinnati, Ohio.

We Point With Pride

To the—

GREENVILLE CITY UNIT

for its

Excellent School Paper

GREEN LIGHTS

(See page 8)

This Month's Quotation

If I am happy, and you,
And there are things to do,
It seems to be the reason
of this world!

—Hilda Conklin.

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L. H. Jobe, *Director Division of Publications, Editor*

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Editorial Comment

JOBS

The Superintendent's letter calls attention to a type of salesmanship prevalent over the State where teachers are sold sets of books which they later find out are not suitable as a teaching aid. There is another kind of salesmanship to which we should like to call your attention. We refer to the offer of jobs after a certain training course has been taken. This offer may be made by personal contact, by glorified literature, by advertisements in the paper, or even by the radio.

The appeal of this type of salesmanship is particularly to high school graduates, to those students who lack sufficient credit for graduation, and even to those who have not yet finished high school.

The new occupations are usually those in which the training is offered—air conditioning, diesel engine fields and television. The advertisement may read something like this: "There's a big future in television—May make from $50 to $75 a week—The regular price of the course is $200, but our president has empowered me to accept your enrollment at the special price of only $149.50—You have eighteen months to pay—We guarantee you a job as soon as you receive your diploma."

Some private schools are all right, whereas others are downright frauds in that it is difficult for students to finish the courses for which they must pay in full according to the specifications in the contract which are usually in fine print.

Principals and others attempting any guidance assistance, should bring this matter to the attention of high school students. "Investigate first rather than repent afterwards."

New information about occupations appears frequently in technical journals, pamphlets, etc. This information, listed, annotated and indexed by occupation by the National Occupational Conference, 551 Fifth Ave., N. Y., should prove very helpful in a guidance program. A sample copy will be sent upon request to that address.

SCHOOLS AND LAY-LEADERSHIP
(Guest Editorial)

H. E. Stacy, president of the North Carolina Association of School Boards, makes no new point when he says that there are too many different State boards mixed up in the administration of our schools and the whole job ought to be entrusted to a single central board of education. The same motion has been urged on more than one State legislature without appreciable success, or satisfactory excuse for negative response.

It is possible, however, that if Mr. Stacy can get his fellow school boards members worked up he can get the idea across. For unlike most proposals pertaining to schools and school improvement, clearing out five boards and setting up a single one to do the job of all would not require additional funds. It might well reduce the total outlay for State administration, since boards and commissions rarely stay alive long except their fingers reach into the treasury, directly or indirectly.

There is merit, too, in Mr. Stacy's point that lay-leadership is essential if we are to have an aroused consciousness toward public schools in this State. Because it is fairly clear, we think, that even though a good many school people are convinced that the duplication, uncertainty and so on Mr. Stacy complains of should be eliminated, a greater number of them are either unconvinced or unwilling to undertake the job.

Perhaps more important still, all the evidence tends to prove that it is to lay-leadership we must look for sponsorship of a program of re-examination of the whole school program and a reorganization of it to conform more nearly to the society of which it is so essential a part. Again the school folk readily concede the call for a re-examination and reorganization, but somehow or other do little or nothing about it in their meetings and through their organizations.—Durham Herald, April 5, 1940.

ETHICS AND TEACHERS' CONTRACTS

This is the season for making contracts with teachers for the following school year. A proper treatment of applicants for positions, especially those now holding positions, should have a large place in the code of ethics of a school administrator, principal, committee and superintendent. It is good ethics to be absolutely fair with our teachers, and bad ethics not to be fair with them.

The procedure for filing application, notification and making contracts with teachers in this State has been outlined in the law, excerpts of which were printed in the April number of this publication. As in the case of many laws, however, this law does not reach certain unethical practices common in some parts of the State. If the administrator is always willing to give his teachers the same consideration that he would like to have for himself, it would be very easy for the teacher to be elected, reelected or released from her position. An application of the golden rule should be applied in all our relations with those concerned in the negotiations leading up to employment of teachers.

COST OF EDUCATION

According to Bruce S. Wright, every U. S. dollar is divided approximately as follows:

24	cents	is	spent	for	living costs
21	"	"	"	"	luxuries
12	"	"	"	"	waste
9	"	"	"	"	crime
2	"	"	"	"	EDUCATION
21	"	"	"	"	miscellaneous
10	"	"	"	"	investments
1	"	"	"	"	church

Notes and Announcements

SCHOLASTIC PRESS INSTITUTE

The fourth annual meeting of the North Carolina Scholastic Press Institute will be held in Chapel Hill Friday and Saturday, May 3-4, according to David Stick, Director of the Institute, in a recent statement sent to all superintendents and principals by Superintendent Clyde A. Erwin.

The NCSPI is sponsored jointly by the Department of Public Instruction and the Extension Division of the University of North Carolina. "The main purpose of the meeting," according to Mr. Stick, "is to bring about a closer union of high school journalists and to give the students an opportunity to see and hear real newspapering."

As in previous years, all high school newspapers, duplicated as well as printed, are invited to send delegates. Special meetings in which problems facing the various types of newspapers are discussed will be held. Outstanding newspapermen from different parts of the State will lead forum sessions, and University journalism professors will criticise papers submitted for evaluation.

UNIVERSITY OF CINCINNATI SUMMER SCHOOL SCHOLARSHIP

The University of Cincinnati will award a scholarship for its 1940 summer session to some outstanding white teacher or administrator, preferably on the graduate level. This scholarship has a maximum value of $125.00, if utilized for the entire summer term. The award of the scholarship for North Carolina is made upon recommendation of Superintendent Clyde A. Erwin.

PEABODY SCHOLARSHIPS

Two scholarships, amounting in value to $50.00 each, have been allotted to North Carolina teachers attending the 1940 summer session of George Peabody College for Teachers, Nashville, Tennessee. These scholarships are to be credited toward tuition and college fees only.

The following requirements will be observed in granting the scholarships:

1. The student must be in attendance during the entire twelve weeks of the summer quarter, and carry a normal load of work.

2. The nominee must have been actively engaged in teaching in the State during the current scholastic year.

3. Recommendations for these scholarships must be made by the State Superintendent of Public Instruction on or before May 20, 1940.

4. The Peabody Committee on Scholarships must receive notice of recommendations not later than June 1, 1940.

OCCUPATIONAL SURVEY

As an outgrowth of a desire to have definite information as to how people make a living, 26 high school students in a class in the Study of Occupations of the North Wilkesboro High School made an occupational survey of their town. For the purpose of the survey, all business establishments maintaining an office, store, factory, or other definite business address were listed. These were divided into seven groups: (1) Financial and commercial, (2) Government, (3) Manufacturing, (4) Transportation, (5) Personal and public service, (6) Professional, and (7) Trade.

From the 228 establishments cooperating in the survey it was found that there were 3,502 persons employed under 44 occupational classifications, ranging from one each of cooks, veterinarians, chiropractors and optometrists to 1,211 skilled laborers. No attempt was made to list domestic servants, independent salesmen, carpenters, painters, or others engaged in various occupations which do not necessitate the maintenance of a definite business establishment.

FUTURE TEACHERS' CLUBS

There are ten Future Teachers Clubs with 332 members organized in the State, according to Clyde Nelon, Secretary, University of North Carolina. The clubs, composed of students who expect to make teaching their profession, are as follows:

FTA Club of Atlantic Christian College
Education Club, University of North Carolina
Future Teachers of America, Davidson College
Braxton Craven Education Club, Duke University
Robert H. Wright Chapter of FTA, Eastern Carolina Teachers College
Elon College Club, Elon College
Greensboro College Future Teachers Club, Greensboro College
Future Teachers of America, Salem College
Future Teachers of America, Wake Forest College
Robert Lee Madison Chapter, Western Carolina Teachers College

The officers of the State Federation for 1940-41 are as follows:

President—Harold Bailey, Wake Forest College
Vice-President—Margaret Simpson, Duke University
Secretary—Grover Morgan, Wake Forest College
Faculty Sponsor—Dr. A. M. Proctor, Duke University

VISUAL AIDS

Through the cooperation of the State Department of Public Instruction, the University of North Carolina, and the Works Project Administration, a visual education project has been set up with headquarters in the Extension Division of the University at Chapel Hill. This project will open production units in all parts of the State. One is already active in Durham and four are being formed—in Asheville, Greensboro, Raleigh, and at the Marine Museum at Beaufort. As the demand arises other units will begin work.

The purpose of the project is to make pictorial or visual materials available to the schools at the actual cost of materials. Through advisers, research in curriculum, and close contact with teachers, the staff is constantly seeking to learn what materials are most needed and to fill this need at the least possible cost.

Although many people instantly think of motion pictures when visual education is mentioned, Miss Elda Keithley, the supervisor of the project, finds that teachers want and need most that foundation of the good visual aid library, the flat picture. Consequently, she and her staff keep in constant touch with the best sources of pictures, posters, maps, and charts, and mount and label them properly for display. They also make slides, both the standard glass slide and the film slide, the latter both in black and white and in color.

ACCREDITED ELEMENTARY SCHOOLS

There are now more than 600 accredited elementary schools in the State, according to *State School Facts* for April. In the 578 white schools meeting the requirements for accreditment in 1937-38, there were 268,682 pupils enrolled, 56 per cent of the total white elementary enrollment for that year. Enrollment in the 27 Negro accredited elementary schools was 15,467, representing 6.5 per cent of the total. Not quite 50 per cent of the white children in county units attend accredited schools, whereas 84.5 per cent of children in city units go to accredited schools, it is learned from the table.

The Lenoir County unit is the only county administrative unit in which all elementary schools for white children have met the requirements for accreditment. Seventeen city units met the requirements for their white schools, and five for their Negro schools.

THREE CONFERENCES ON ELEMENTARY EDUCATION

Three conferences on elementary education will be held next month at three of the State's teacher training institutions:

June 19-20—Appalachian State Teachers College
June 24-26—Woman's College of the U.N.C.
June 26-28—Eastern Carolina Teachers College

These conferences, which are being sponsored by the Department of Elementary School Principals of the N.C.E.A and the State Department of

Public Instruction, will have as their general theme the question: "What are the Good Practices in Evidence in a Good Elementary School?"

All persons who are in any way responsible for the organization, administration, or supervision of an elementary school are invited to be present. Actual living expenses at the college will be about $2.00 per day. For further information, write the Director of the Demonstration School at either of the institutions where the conferences are to be held, to Miss Julia Wetherington, State Department of Public Instruction, Raleigh, or to Mr. J. E. Miller, John Small School, Washington.

CAROLINA INSTITUTE OF INTERNATIONAL RELATIONS

The Carolina Institute of International Relations, which is under the joint auspices of The American Friends Service Committee and the University of North Carolina, will be held this year from June 23-29 at Chapel Hill.

The daily program will consist of morning lecture by outstanding speakers on some timely topic, and discussion periods, afternoon conferences, and evening lectures followed by a public forum. Recreational and social activities will be arranged for Institute members. Special library facilities will be provided.

The Institute is financed by voluntary contributions and registration fees. The total cost of accommodation at the University dormitory, meals at the University Dining Hall Cafeteria, and registration, for the seven-day period is $15.00. The registration fee for one day is $1.00. For further information, write to the Director of the Institute, Chapel Hill.

STATE GOVERNMENT COST

Because governmental functions have expanded so rapidly in North Carolina during the last two decades or so, many people have the impression that government in North Carolina is expensive. It is true that State and local government combined is far more expensive in this State than it used to be. The same thing is true for all of the states of the Union. When we compare the cost of government within the State of North Carolina with costs in other states of the Union we find that all government is cheaper in only eight states, all Southern states, and for the most part states that do not enjoy the reputation for public services enjoyed by North Carolina. When one considers the many services carried on by governmental agencies within our State, especially the enormous program of the State government, he is bound to take pride in the fact that we can do so much and still rank well down towards the bottom in cost to the taxpayer.—S. H. Hobbs, Jr., The University of North Carolina News Letter, Oct. 4, 1939.

INVESTMENT IN EDUCATION

The United States Office of Education estimates that the Nation's investment in educational plants and endowments and other trust funds is more than $12,000,000,000. Of the endowment and trust funds about $1,525,000,000 are held by private institutions and $712,000,000 by public institutions.

For instructional services in America's schools, for supplies, repairs, new buildings, and equipment for 1 year, there is an approximate expenditure of $2,659,000,000. The Office of Education points out that this is less than 10 cents a day for each person of voting age in the United States.

Of the $2,650,000,000 spent for education in our country each year, approximately $1,300,000,000 goes for elementary school and kindergarten instruction, $800,000,000 goes for secondary schools, and $500,000,000 for colleges and universities.

PRINTING ANNIVERSARY

In 1440 men first began to print from movable type. In 1539 the first printing press was established on our continent at Mexico City. And in 1640 the earliest book to be printed in the American colonies was published by the Stephen Daye Press at Cambridge, Massachusetts.

Many people believe that a man named Johann Gutenberg invented printing. He lived in the German city of Mainz, in the fifteenth century. But there were others who developed early methods of printing, too; and strangely enough, although these men were working with the very materials with which to tell us all the details of their marvelous invention, they left nothing to show who was really the inventor.

We are so used to seeing printing every day of our lives that few of us realize how important it is. It preserves all our knowledge and history and literature for us and for people who will live after us. And because it is a simple, quick, cheap process, printed pages can be rapidly made over and over again, so that we can all have books and magazines and newspapers. Before the invention of printing, only the wealthiest people and a small group of monks and students were educated. But now, with the spread of printing through the past five centuries, everyone of us today can have far more learning and pleasure from our reading that those few fortunate people had many years ago.

To carry out the celebration of the invention of printing, a Printing Anniversary Committee has been formed in New York City. Its members have issued a booklet which your teachers and librarians will be glad to know about. Here are all sorts of suggestions for the celebrations in your school or library. Their address is 285 Madison Avenue, New York, N. Y. Mr. Will Ransom is the secretary in charge. —Carolyn Sherman in Young Wings published by the Junior Literary Guild.

Newspaper Gleanings

Surry County. The board of commissioners and county board of education approved a school improvement program at a recent joint session. A visit to the numerous school plants of the county will be made to determine the immediate needs of the schools.

Hamlet. Construction has been started on the new vocational and gymnasium building on the high school grounds. The edifice will house the manual training department, the home economics department and at the same time contain gym space necessary for an enlarged physical education department.

Granville County. Under the sponsorship of the Kiwanis Club, vocational guidance talks have been made available to the schools of the county as well as the city unit of Oxford during the current year. The club has furnished speakers from most any field desired by students. Some of the vocations recently discussed are the following: the legal profession, merchandising, aeronautical engineering, library science, and the newspaper.

Asheville. Principals of the ten white and six Negro schools have been reelected for the 1940-41 school term, it is noted from the Asheville *Citizen.*

Rocky Mount. Twenty-eight per cent of white students and 26 per cent of colored children were found to have defective vision, it was found by recent tests made by the teachers. Of the 792 white children with poor eyes, 25 per cent have already been supplied with classes, and of the 649 colored children with defective vision only five per cent have been able to secure glasses.

Dare County. Supt. R. H. Atkinson has resigned as head of the county school system. Already 23 persons, ranging from the far west to the southern-most part of the State, have applied for the position. Mr. Atkinson will vacate the office in July to accept a position with the National Forestry Service.

Harnett County. Application will be made for five additional vocational teachers for next year, three for home economics and two for vocational agriculture.

Person County. Bethel Hill high school has worked out a physical education program for all students in both elementary and high schools. This program is intended to provide a more balanced school program for every student and more especially for the boy or girl who does not take part in varsity athletics.

High Point. Joe Given won the State American Legion oratorical contest held in Greensboro on April 3. The subject of the contest was "How the United States Constitution Benefits America and Its Citizens."

North Caroliniana

THE GREAT SEAL

A study of the history of the Great Seal of North Carolina reveals many interesting facts. Since the institution of government in North Carolina, approximately two hundred and seventy-five years ago, we have had nine different seals. The dates of their adoption and the period of time these different seals were used varies from a few months to approximately three-quarters of a century. It is interesting to note:

(1) "The first seal was adopted by the Lords Proprietors of Carolina soon after receiving their charters from the Crown in 1665. This seal is to be seen in the Public Record Office in London. It is three and three-eighths inches in diameter and one-fourth inch thick.

(2) "About 1665 the government of Albemarle County was organized, and for a seal the reverse side of the seal of the Lords Proprietors was adopted. It was first used for the government of the county of Albemarle, and then became the seal of the Province of North Carolina. It was used until just after the purchase by the Crown. This was a small seal, less than two inches in diameter.

(3) "After the purchase of the colony in 1730 by the Crown, the Lords of Trade proposed to the King a new seal 'whereon Liberty is represented introducing Plenty to your Majesty.' The background on which the King and these figures stand is a map of the coast of North Carolina, and in the offing is a ship. The seal was approximately four inches in diameter and more than one-half inch thick.

(4) "In 1767 Governor Tryon received from the King a new Great Seal for the Province. On one side of this seal are figures of the King and Liberty, who is introducing Plenty to the King. In size the seal was approximately the size of the one adopted by the Lords of Trade.

(5) "When the government of the independent State of North Carolina was organized, the Constitution adopted at Halifax, December 18, 1776 made provision for a seal. The Assembly of 1778 appointed William Tisdale to cut and engrave the first State seal, under the direction of the Governor. Its actual size was three inches in diameter and one-fourth inch thick. It was used until 1794.

(6) "In December, 1781, the General Assembly authorized the Governor to procure a seal that should 'be prepared with one side only, and calculated to make the impression on the face of such grant, commission, record, or other public act,' etc. In size it was two and one-half inches in diameter, slightly larger than the present one. It was used approximately forty-one years, or until about 1835.

(7) "The Governor was authorized to replace the old seal by legislation passed in 1834. The new seal was adopted in 1835 and was used until 1883. It was very similar to its predecessor except in size; it was only two and one-quarter inches in diameter.

(8) "In 1883 an act was passed relative to the seal, which was incorporated in the Code as section 3229. The seal provided as a result of this legislation was very much like the one in use today with these exceptions: it did not have the motto on it and it did not have the words, 'May 20, 1775,' inscribed at the top of the coat of arms."

(9) the present Great Seal of the State of North Carolina is the result of legislation passed in 1893. It is described as follows:

> "The Great Seal of the State of North Carolina is two and one-quarter inches in diameter, and its design is a representation of the figures of Liberty and Plenty, looking towards each other, but not more than half fronting each other, and otherwise disposed as follows: Liberty, the first figure standing, her pole with cap on it in her left hand and a scroll with the word 'Constitution' inscribed thereon in her right hand. Plenty, the second figure, sitting down, her right arm half extended toward Liberty, three heads of wheat in her right hand, and in her left the small end of her horn, the mouth of which is resting at her feet, and the contents of horn rolling out. In the exergue is inserted the words 'May 20, 1775,' above the coat of arms. Around the circumference is the legend: 'The Great Seal of the State of North Carolina,' and the motto, 'Esse Quam Videri.'
>
> "The Constitution of North Carolina, Article III, Section 16, requires that "There shall be a seal of the State which shall be kept by the Governor, and used by him as occasion may require, and shall be called 'The Great Seal of North Carolina.' All grants and commissions shall be issued in the name and by the authority of the State of North Carolina, sealed with 'The Great Seal of the State,' signed by the Governor and countersigned by the Secretary of State." *

NOTE: Except for size, the picture on the front cover of this BULLETIN is a copy of the present State seal.

* From N. C. Manual, 1929, published by North Carolina Historical Commission.

State Museum Circular

BATS: FLYING MAMMALS

Birds fly by means of modified, feathered, fore limbs and tail; insects, by acquired organs of flight; man, by such mechanical devices as aeroplanes and dirigibles. The Chiroptera or bats (Wing-handed animals) were once classified as birds, and are the only mammals which fly by natural means. They have the mammary glands and hairy bodies of the true mammals.

Based on anatomy and size (generally) the bats fall into two divisions; the typical bats and the fruit bats. The fruit bats, which feed on vegetable and animal matter—reports say these catch and eat fish—do not have the flying membrane between tail and hind legs, the tail being short and usually absent. The Kalon or Java bat, which is sometimes eaten by the natives, is the largest bat, having a wing spread of five feet and a body about the size of a crow.

Our "typical" bats are generally small and insect eaters. Perhaps you have noticed them during their twilight search for food. Though they are beneficial in that they eat harmful insects, it was at one time considered good sport to shoot them. Examine one—with its brown or grey hair, its small keen eyes, and its sharp teeth—but beware their bite.

In North Carolina there are 9 species of bats. Of these the hoary bat is the largest, having a wing spread of about 9 inches (Hall VIII). Only the hoary and the silver black bats appear to be migratory. Banding and releasing of trapped bats might provide more definite information of migration.

Bats pass the day—and hibernate—hanging upside down by one hind foot in dark attics, dense evergreens, caves, or hollow trees. The bats are skilled and efficient fliers. Though their eyes are inadequate for night flying, their sensitive ears and wing membranes seem to compensate for this. Bats reproduce once a year, and usually have but one offspring. Red bats have two. The young cling to the mothers until they can fend for themselves. They accompany their mother in her search for food.

According to superstition, the vampire bats lull their human victims to sleep with their rhythmic wing beats and then make an opening with their lancet teeth and lap the blood. There are two species of vampires and the stories about them are greatly exaggerated. They do, however, attack sleeping animals for blood. Although it is not generally known, bats benefit man as insect eaters and producers of guano, which is collected from bat roosts. They are a nuisance in a house because of the noise, the musty odor, and filthy droppings which typify them. Preventives are stopping all small cracks. Repellants are creosote and formaldehyde sprays. A leaflet on Eliminating Bats from Buildings is available from the U. S. Department of Agriculture, Washington, D. C.

Book Column

NEW BOOKS OF INTEREST *

PRIMARY GRADES

Dalgliesh and Bennett. *The Hollyberrys.* Scribner. $1.50.

A cheerful and amusing family build a house, plant a garden, buy a car, go to the seashore, and do many things that families do.

Fyleman, ed. *Bells Ringing.* Stokes. $1.25.

A collection of poems for primary and grammar grade pupils, thin enough in size and attractive enough in format to appeal to younger readers.

Keeler. *Today with Tommy.* Nelson. 50c.

The homey, everyday story of a little boy and what he does. Easy enough for the first grade reader. A similar book about a little girl is *Today with Dede.*

GRAMMAR GRADES

Carroll and Carroll. *Flight of the Silver Bird.* Messner or Junior Literary Guild. $2.00.

A picture-book story of two small, eager people on a Clipper winging its way to the Far East. Life on the airship and on the island where stops are made make an adventurous story.

Hill and Maxwell. *The Vale Family.* Macmillan. $2.00.

The Vale family of seven lived in Washington in 1893. They are a very real family who should interest most any reader.

Roberts and Beckman, comp. *Children's Voices.* Silver. $1.48.

This is a collection of creative writings of boys and girls. It should prove helpful to teachers and pupils in improving children's creative expression.

HIGH SCHOOL

Eastman, ed. *An Anthology for Enjoyment of Poetry.* Scribner. $3.00.

The poems were selected for enjoyment by Max Eastman from the whole field of English and American writers covering the period from Elizabethan to contemporary times.

Hartman. *Machines and the Men Who Made the World of Industry.* Macmillan. $2.50.

The exciting stories behind industrial changes and of the inventors whose research is responsible for the progress. A large collection of interesting old prints, photographs and charts illustrate the text. Suitable for upper grades and high school.

Morgan. *Again the River.* Crowell. $2.50.

A gripping story of recurring floods along a river in West Virginia. Other than the father, the adolescent son is the outstanding character.

* Prices subject to discount.

Laws, Rulings and Opinions

ERECTION AND REPAIR OF SCHOOL BUILDINGS; AUTHORITY OF BOARDS OF EDUCATON AND BOARDS OF COUNTY COMMISSIONERS

Question: Have the commissioners the right to issue bonds for an amount and at a location not requested by the board of education?

Answer: You inquire as to the right of the Board of County Commissioners to issue bonds for the erection or repair of a school house in an amount less than that requested by the Board of Education and at a location different from that designated by the Board of Education.

Under the provision of Michie's N. C. Code of 1939, Section 5468, the building of all new school houses and the repairing of all old school houses over which the County Board of Education has jurisdiction is placed under the control and direction of, and must be by contract with, the County Board of Education.

Section 5467 makes it the duty of the County Board of Education to present the needs in respect to the erection and repair of school houses to the County Commissioners each year, together with the cost, and the County Commissioners are given a reasonable time to provide the funds which they, upon investigation, shall find to be necessary for the proper equipment of the County with buildings suitably equipped, and it is the duty of the County Commissioners to provide the funds for the same.

Section 5469 provides for the acquisition of suitable sites for school houses or other school buildings by the County Board of Education.

Section 5472 provides that the County Board of Education shall make no contract for the erection or repair of any school building unless the site on which it is located is owned by the County Board of Education and the deed for the same is properly registered and deposited with the Clerk of the Court.

Under the provisions of the County Finance Act, counties are authorized to issue bonds or notes for the erection and purchase of school houses, and the Supreme Court of North Carolina has held in the case of HARRELL V. BOARD OF COMMISSIONERS, 206 N. C. 225, that this authorization by the General Assembly should include repairs on school houses.

The Supreme Court of North Carolina, in the case of MOORE V. BOARD OF EDUCATION, 212 N. C. 499, at 503, says in part:

"In McInnish v. Board of Education, *supra*, speaking to the duties of county boards of education the court said: 'Among these is the duty of selecting sites and building schools, and the performance of this duty necessarily involves the exercise of discretion.'"

In the case of MEARS V BOARD OF EDUCATION, 214 N. C. 89, at 92, it is held that school buildings and their proper equipment are declared by statute to be necessary for the maintenance of the six months school term, but the County Commissioners are to be given reasonable time to supply the funds *found upon investigation to be necessary*, and that the Board of Education is not authorized to invest any money in any new house that is not built in accordance with the plans approved by the State Superintendent, nor for more money than is made available for its erection.

Thus, the Board of Education is vested with the right and authority to choose the sites on which school buildings shall be erected, and when any contract is entered into for the erection or repair of any school house, it is under the direction and control of the Board of Education and by contract with it. The duty of providing the funds for the erection and repair of school houses is vested in the Board of County Commissioners and when a request is made by the Board of Education to the Board of County Commissioners for funds, the Board of County Commissioners has the right to investigate and determine the amount of funds necessary and proper to be expended. After the appropriation is made by the Board of County Commissioners, the duty and obligation of such Board there ends and the expenditure of the funds so appropriated is a matter for the consideration of the County Board of Education.

The only satisfactory way to comply with the provisions of the School Law is for the two Boards to work together with the interest and welfare of the school children and the County in mind. Either Board could seriously interfere with the performance of duties of the other by taking an arbitrary view in the matter.—Attorney General, March 28, 1940.

SELECTION OF TEACHERS

Question: May the local committee elect any teacher that the principal does not nominate?

Answer: I have your letter of March 18, enclosing a letter from Mr. ———, wherein he inquires if the school committee can elect any teacher who has not been nominated by the principal of the school.

Under Section 7 of the School Machinery Act, it is provided that the principals of the district shall nominate and the district committee shall elect the teachers for all the schools of the district, subject to the approval of the County Superintendent of Schools and the County Board of Education.

(*Continued on page 8*)

From the Field

GREENVILLE SCHOOL PAPER

A school paper has been published in Greenville High School for the past five years, and for four years the work has been done through a journalism class. This class usually consists of about thirty-five students, some of whom have had journalism before. Permitting advanced students and newcomers to work together in the same class and on the same staff has proved advantageous, since former journalists very often take the role of individual assistants to the newcomers.

Journalism is a functional course, in which "Green Lights" is edited and published. It aims at clear, concise, and accurate writing. Emphasis is constantly placed on individuality, responsibility, accuracy, promptness, and cooperativeness. Specific training is given in news stories, feature stories, interviews, editorials, headlines, and make-up, along with other essential items.

Though most attention is given to actual news writing, four to six people always work on advertising, and the entire class is constantly studying other school and daily papers in an effort to determine what is good newspaper style. Considerable attention is given to determining in what way "Green Lights" can best serve Greenville High School.

Each issue is planned by the class as a whole. Sometimes this planning consumes several days, but this time is considered by the adviser as being decidedly worthwhile. In spite of constant advising, the paper is almost altogether a student publication. One column entitled "Teacher Talk" is the only actual teacher contribution in each issue. Assignments, corrections, typing, proof-reading, make-up, advertising, and circulation are in the hands of student leaders. The class affords infinite variety of opportunities and excellent training in the techniques of newspaper work and in habits of good citizenship.

For four years the paper has been recognized as a first-place paper at Columbia University; for three years a first-place paper in the National Press Association at Minneapolis, and last year an all-American publication in the National Association. For four years "Green Lights" has been adjudged a first-class publication by the Quill and Scroll, international organization for high school journalists, and for four years has been a prize winner at the Southern Interscholastic Press Assocaition at Lexington, Virginia.

Faith in Our Schools

We must maintain faith in our schools. We have no other institution or agency which can so certainly develop the ideals and the understanding necessary for the preservation of our liberties. The schools must help to build a race of men who find their greatest satisfaction in working together for the common good. All that we can vision of a better society and of a more abundant individual life can be accomplished through education. The obligation of the State is to this generation and to our posterity. The ability of the State will be measured not merely by her economic resources but also by the devotion of her citizens to the development of a society in which equality of opportunity and social justice shall prevail. — GEORGE D. STRAYER.

THE INFLUENCE OF TEACHERS

In spite of economic distress, the greatest task of a democracy is the education of its youth. The success of the training received by our boys and girls cannot be attributed to fine buildings, beautiful grounds, or modern equipment, vitally important as these are. It is measured by the influence of instructors whose academic training and well-rounded personalities lead students to learn to think and to live rightly.—J. T. Anderson, president, State Teachers College, Wayne, Nebraska.

RESULTS OF ORGANIZED ACTIVITY

In 1870, teachers earned about $200 a year. By 1931, the average salary had grown to over $1400 a year. All of this was due to the organized effort to awaken both teachers and school boards to the value of education and trained teachers as national forces in society. It puzzles the friends of teachers that despite the fact that organized efforts have increased salaries by 700 per cent in about 60 years, still less than one-fifth of American teachers belong to the NEA, the greatest organization for teachers.—Ernest C. Folsom, Lincoln, Nebraska.

LAWS, RULINGS AND OPINIONS

(*Continued from page 7*)

Under this provision of the School Machinery Act, I do not think that the district school committee could elect any teacher who had not been nominated by the principal of the district. You will find, however, in this section that in the event the local school authorities are unable to agree upon the nomination and election of teachers, the County Board of Education shall select the teacher or teachers, which selection shall be final for the ensuing year.—Attorney General, March 21, 1940.

From the Office

PUBLICATIONS

One of the many duties of the State Superintendent of Public Instruction as set forth in the early laws is "To have the school laws published in pamphlet form . . .; to have printed and distributed such educational bulletins as he shall deem necessary for the professional improvement of teachers and for the cultivation of public sentiment for public education, and to have printed all forms necessary and proper. . . ."

Prior to 1921 the duties in connection with this law were carried on by the State Superintendent with the assistance of the chief clerk and other staff members. In 1921, however, a law was enacted providing for the creation of a Division of Publications in the office of the Superintendent of Public Instruction with a director appointed by the Superintendent. This law (Chapter 146, section 18) states that "The Director of Publications, shall have control of all publications and such other duties as may be assigned him." It further states that "All publications issued from the office of the State Superintendent of Public Instruction shall be edited by the Director."

In this column only those duties of the Division of Publications pertaining to publications and printing are presented, as follows:

1. The editing of the regular monthly publication *State School Facts.*

2. The editing of this BULLETIN, issued nine times a year.

3. The editing of manuscripts for all numbered publications "Issued by the State Superintendent of Public Instruction." This classification includes the compilation and arrangement of the annual Educational Directory, various reports, courses of study, and other publications.

4. The preparation and arrangement of forms necessary in the operation of the public schools.

5. The distribution and sale of publications and printed forms issued by the Department.

6. The placing of orders for printing the necessary forms and publications.

7. The proof reading of publications and forms.

8. The issuance of special news articles to the press.

Manuscripts for publications and "copy" for forms may originate with other staff members, but the editorial work and actual responsibility for printing is centered in the Division of Publications. In the actual performance of the duties listed above the Division of Publications is assisted by the several members of the Department, including the Division of Vocational Education and the State Textbook Commission.

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